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ABSTRACT

The four papers in this volume of institute proceedings present: (1) a retrospective, subjective look at foreign-trained librarians employed in North American libraries and foreign students in North American library education programs, (2) statistical analyses of current policies and practices relating to the employment of foreign-trained librarians in North American libraries and the acceptance of foreign students in North American library education programs, and (3) a review of the current state of library education in selected countries of Latin America and the Caribbean, Europe, Asia, Africa, Australia and New Zealand. The papers are: (1) "The Overseas Students in Library Schools in the United States and Canada," (2) "Foreign Student Population in North American Library Schools," (3) "Should We Employ Overseas Professionals in Our Libraries," and (4) "Employment of Foreign Trained Librarians in the United States and Canada." Also included are discussions, the banquet address, and a directory of chairmen and members of country resource panels of the Committee on Equivalencies and Reciprocity, Library Education Division, American Library Association. (A related document is LI 004 194.) (Author/SJ)

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INTERNATIONAL LIBRARY MANPOWER

EDUCATION AND PLACEMENT

IN NORTH AMERICA.

ALA Preconference Institute.
Detroit, Michigan
June 26 - 27, 1970

PAPERS AND SPEECHES.

LI 004 193

INTERNATIONAL LIBRARY MANPOWER
ALA Preconference Institute

1. The Overseas Students in Library Schools in the United States and Canada
   by
   Harold Lancour, Dean, Graduate School of Library and Information Sciences, University of Pittsburgh to be presented by
   Clement Harrison, Associate Dean, Graduate School of Library and Information Sciences, University of Pittsburgh

2. Foreign Student Population in North American Library Schools
   by
   Roland Piggford, Assistant Professor and Director of Admissions, School of Library Science, State University of New York at Albany

3. Should We Employ Overseas Professionals in Our Libraries?
   by
   Thomas Buckman, University Librarian, Northwestern University

4. Employment of Foreign Trained Librarians in the United States and Canada
   by
   Henry Campbell, Chief Librarian, Toronto Public Library

5. Discussions

6. Banquet Address
   by
   Sir Frank Francis

7. Directory

Institute on

"INTERNATIONAL LIBRARY MANPOWER:

Education and Placement in North America"

Detroit - June 26-27, 1970

The Overseas Student In Library Schools In The United States And Canada

Paper prepared by Harold Lancour, Dean

Graduate School of Library and Information Sciences

UNIVERSITY OF PITTSBURGH

Though the underlying theme of theme of this meeting is international, that is, between national states, I have over the years increasingly felt that this was inaccurate and delimiting as applied to librarianship. Rather the enlarged dimension of library service of which we speak encompasses the world. Its spirit transcends the boundaries of individual nations. Thus I speak of a profession and an activity which is, in itself, "non-national;" it is "inter-national" only through historical accident. Wendell Willkie expressed this idea dramatically in his phrase and book, "One World."

The important point is that librarianship--the body of principles, techniques, institutions, purposes, functions, yes, even its history and biography--is fundamentally the same whether it becomes manifest in Santiago, Tehran, Nsukka, Aberystwyth, Athens, Nairobi, Bergen, or Khartoum. Or, in other words, whether in Chile, Iran, Nigeria, Wales, Greece, Kenya, Norway or the Sudan. I speak from personal observation and knowledge, as can many others within our profession and within this audience.

The remarkable advances in transportation and communications are quite effectively making our earthly globe even smaller. A global viewpoint is ever more easily acquired and its implications understood. In addition, since World War II this country has assumed the responsibility which follows from a concern for the welfare of people wherever they may live. This feeling is grounded, to be sure, in a strong humanitarian sense but it has not been adopted as an instrument

of national policy solely out of altruism. To put it crudely, what is good, i.e., improved economic development and a more comfortable way of life, for people anywhere and everywhere is good for Americans.

As better and increased education is widely recognized as an essential element in economic and cultural advance, and, as libraries are essential elements in any educational endeavor, it is not surprising that, as librarians, we have been turned to, consulted, and invited to places far and near around the world to assist in the creation and strengthening of libraries and information centers. The impetus has come from American aid officials but more influentially from foreign leaders who, often as students overseas, have observed the functioning libraries in Great Britain, Scandinavia, Germany as well as in the U.S.

Universally, those who have had these assignments have soon realized that nothing can be accomplished without trained personnel. Buildings, often handsome, can be erected and collections of books, often extensive, can be gathered but as this audience knows these do not a library make. Without people to give them vitality they are only dead and rotting symbols. Surely, each of you has an image of some such moribund institution come to your mind out of your experience.

Up to the recent past the operation of libraries in many countries has been in the hands of trained professionals coming from countries with highly developed libraries i.e., Britain, some other European countries and the U.S. It followed naturally that nationals of the host countries would be selected and trained to carry on the more routine daily tasks. The best of these assistants would then be sent to the home country for training and for some years a steady trickle of

such individuals moved out and back. Many of these individuals are in high and responsible library posts in countries on every continent. We all have worked with them, taught them, visited them on the job, and hear from them regularly, at least at Christmas. As nationalization of educational and library personnel positions has gained strenght and breadth throughout the developing areas of the world these people have become the backbone of librarianship throughout the world.

After World War II a growing number of American librarians were sent by the several Foundations to report on library conditions in various countries and to recommend for Foundation support suitable projects designed to further library development. Independantly, but uniformly, these consultants recognized that the greatest deterrent to the growth and improvement of libraries was the lack of well trained, highly competent, adequately motivated personnel. Similarly the officers and advisors of the Agency for International Development, known as AID, were coming to the same conclusions wherever they were working.

Notably, these advisors in nearly every case concluded that trained personnel in sufficient numbers could not be achieved by outside training but that schools for the purpose should be established in selected institutions throughout the developing areas. To shorten a long story, these recommendations were accepted in many cases and acted upon with the result that library schools were set up and are successfully operating in Tokyo, Ankara, Medellin, Ibadan, and Accra to name five. The seed once planted, as was expected, has spread and thus other schools locally sponsored, have appeared in such places as Brasilia, Santiago, Zaria, and Tehran.

In general it was recognized that indigenous training would not only be much less expensive for each person trained but that the training could be directly related to the problems, values, circumstances, and needs of the area to be served. Time, it appears, has proven this notion to be correct.

Such recommendations, it might be recalled, were not popular. I remember the ill-will engendered by my own West African report. Many of you have heard about the status group in Africa, known as the "been-to's," for they had "been-to" Britain for some part of their training. Well, my suggestion of a library school in Nigeria obviously was going to eliminate the possibility for many of becoming a "been-to," and no one liked it. I might add that now that the Institute of Librarianship at Ibadan is a decade old they are proud of it.

And the "been-to's" in West Africa have not been eliminated. But now they are able, through various forms of assistance, to go to Britain and the United States as experienced librarians, for advanced training, professional experience, or observation visits.

This brings us around the circle and back to the students coming from overseas to study in an American or Canadian library school, whether on their own money, a grant from their country, a Foundation grant, or assistance from AID.

What has been our attitudes toward the foreign student? In general, library educators have adopted the principle that these students were seeking an American professional education. Therefore they had to meet the regular admission requirements, follow the same study programs as the American students and complete the same degree requirements.

The admission requirements, especially the undergraduate degree have posed the most difficult problems. Throughout many parts of the world few aspire to, and even fewer obtain, a university degree. The only degrees offered are through the few, classical universities. The liberal arts college is unknown, applied science and technical education earn diplomas from institutions other than universities and these latter have not usually been acceptable as university equivalents.

Another factor is that librarians, other than some in universities, have not been drawn from the higher educated groups. Those who have been recruited to library work have been mainly secondary school "graduates," and they find it difficult to understand why they are not admitted to an American library school. Those from countries formerly under British influence are particularly frustrated for in the recent past they could go to most of the established library schools in Britain.

Not the least serious offenders have been the U.S. State Department and AID officials, who failing themselves to know of the educational requirements for the American library profession and schools have selected for U.S. training young people without the necessary educational background. Having gone pretty far out on the limb, to have their selectees rejected or told they will first have to complete an undergraduate degree taking <u>four</u> additional years, is a sorry and embarrassing situation always with possibly serious international political effects.

Then there is the academic achievement record to contend with. In Taiwan we discovered, to our dismay, that an A was something like 80-100, a B 70-80

with its consequent skewing of averages based on American standards. How low, in India, is a second-class degree? And is a B.A. degree from Latin America, earned in three years, the equivalent in substance to a four-year B.A. in the U.S.? But these questions are familiar to all of you in this audience.

Let us think for a moment of course content. How meaningful, is it for students to learn how to use reference materials of which not one copy exists in their own country, Or to learn the intracacies of govermental bodies or tax systems, never to be duplicated at home. Consider the difficulties of the foreign student who is attempting to master these things for which nothing in his own background prepares him, yet he must achieve the same grade average as the natives in the class to earn his degree.

Nor is the foreign student always in a congenial environment. Several library educators, let us frankly admit, are intolerant of the student from overseas, unable to adjust his content or presentation in any way to the student's particular needs, unwilling to give him a little extra time out of class to clarify points made in class or to lead the student to helpful additional explanatory readings. It should be recognized that faculty, who have never been outside their own country or have made no effort to learn something about the culture and conditions in the areas represented by their students, are hardly equipped to teach them.

A word should be said about the valued contribution which these visitors make to our own institutions. Being a highly selective group in the first instance means that they are drawn from a superior class in ability, motivation, ambition, and personality. They are attractive and vivacious and anxious to perform well

and to be part of the school's life. They are enthusiastically social and at Pittsburgh, where we have in the library school more than fifty foreign students from twenty-seven countries, their annual party is one of the highlights of the season, attracting students and faculty from the entire campus.

But more than that, they bring a fresh and exciting point of view which is infectious and stimulating to all the students. They often put our own nationals on their mettle and certainly broaden their interest and their understanding of the world about them, in which they are almost inevitable to play an increasingly significant role.

Here are some suggested solutions or, at least, palliatives to these problems.

The AALS might profitably gather and tabulate in conjunction with the associations of foreign student advisors and university admission officers, specific information about educational standards and possible equivalancies.

The ALA might well do more to acquaint governmental bodies with accurate information about the library profession and the training necessary for it and to insist that it be recognized and followed in official transactions.

It has been suggested that a selected few of our library schools based on such criteria as faculty experience, institution committment, geographical location, library resources, and, especially, avowed and demonstrated interest, be encouraged or authorized in some fashion to develop programs for foreign students. It has been further suggested that certain schools be prepared and mutually agree to concentrate and specialize in specific areas of the world. Close integration with schools overseas might well be part of such a development.

Frankly, I am not too sanguine that this, in our peculiar American system, would work. Efforts toward subject delimitation between institutions and libraries have not been notably successful in the past. Some forms of de facto specialization have arisen but out of natural and internal conditions rather than be enforced agreement.

More recently, a committee has been formed to consider the establishment of an international school of librarianship of which Dean Guy Marco is chairman. My friend and colleague who is presenting this paper to you is a member of that committee.

Here, again, my own feelings are dubious of either the need for, or the feasibility of, such an institution despite its obvious potentialities. Unless a new school would have such financial backing or international recognition, support, and authority as to ensure a steady flow of students enjoying foundation or national government grants (and this certainly might follow), there are several schools now preparing to be fully international in scope and purpose. I need only mention Aberystwyth in Great Britain and Pittsburgh in the U.S.A. as active and lively contenders for that distinction. There are, of course, others with similar aspirations.

In closing, it is only appropriate to acknowledge the importance of this meeting, the first of its kind, and the leadership of Dean Nasser Sharify in organizing it. World librarianship is a fact but its potentialities are too great to run the risk of its development becoming entirely fortuitous and accidental. We are here to give shape and structure to a dream and more importantly, an opportunity. May we have the vision and the inspiration to meet the challenge.

THE FOREIGN STUDENT POPULATION IN NORTH AMERICAN LIBRARY SCHOOLS

-- Roland R. Piggford, Assistant Professor and Director of Admissions, School of Library Science, State University of New York at Albany

Prepared for

Institute on International Library Manpower

Wayne State University

June 26-27, 1970

THE FOREIGN STUDENT POPULATION IN NORTH AMERICAN LIBRARY SCHOOLS

At the request of the Library Education Division, American Library Association, the LED Equivalencies and Reciprocity Committee has prepared and distributed a questionnaire designed to identify current practices and policies relating to the admission of foreign students to North American library schools. This paper is based primarily on the results of that survey.

A total of 106 questionnaires were distributed to colleges in the United States and Canada offering graduate programs with a major in Library Science (see Appendix "A"). Fifty-seven usable replies were received, 43 from programs accredited by the American Library Association.

It should be noted at this point that a number of responding institutions did not answer each and every question. Consequently, responses to certain questionnaire items are not included in the following tabulations, when the number of such responses was not sufficient to be indicative of prevailing practices and policies.

I. CURRENT FOREIGN STUDENT POPULATION

A. Total Foreign Student Populations - Schools by Rank Order

1. University of Pittsburgh 44
2. University of Hawaii 25
3. C.W. Post College 24
4. University of Toronto 23
5. State University of New York, Albany 22

6. Catholic University 20
7. Pratt Institute 16
8. University of Wisconsin 16
9. Villanova University 16
10. George Peabody College for Teachers 15

11. University of Southern California 15
12. Western Michigan University 14
13. Case-Western Reserve University 14
14. Drexel University 13
15. Louisiana State University 13

16.	Kent State University	12
17.	University of Maryland	12
18.	San Jose State College	12
19.	Syracuse University	12
20.	University of Texas	12
21.	University of Oregon	11
22.	Atlanta University	10
23.	North Texas State University	10
24.	State University of New York, Geneseo	10
25.	Brigham Young University	10
26.	University of California, Berkeley	8
27.	University of Chicago	8
28.	Florida State University	8
29.	Northern Illinois University	8
30.	Simmons College	8
31.	Emory University	7
32.	University of Michigan	7
33.	Rutgers University	7
34.	University of Washington	7
35.	Spaulding College	6
36.	University of British Columbia	5
37.	University of Minnesota	5
38.	University of Oklahoma	5
39.	University of California, Los Angeles	4
40.	University of Denver	4
41.	Southern Connecticut State College	4
42.	University of North Carolina	4
43.	Texas Woman's University	4
44.	University of Illinois	3
45.	State University of New York, Buffalo	3
46.	Indiana University	3
47.	University of Montreal	3
48.	University of Portland	3
49.	University of Toledo	3
50.	Dalhousie University	2
51.	University of Mississippi	2
52.	University of Missouri	2
53.	University of Southern Mississippi	2
54.	East Carolina University	1
55.	Indiana State University	1
56.	University of Kentucky	1
57.	University of Rhode Island	1
	Total No. of Foreign Students Reported	540

B. Foreign Student Population by Country of Origin

	Country	Number	Cumulative %age
1.	Taiwan	141	27.4
2.	Korea	66	40.2
3.	Hong Kong	46	49.1
4.	India	46	58.1
5.	Philippines	17	61.4
6.	United Kingdom	15	664.3
7.	Cuba	10	66.2
8.	Egypt	9	68.0
9.	Japan	9	70.0
10.	Thailand		71.4
11.	Australia	8	
12.	Pakistan	8	
13.	Vietnam	8	
14.	Lebanon	6	
15.	Nigeria	6	
16.	Okinawa (Ryukyus)	6	
17.	Colombia	6	
18.	Israel	5	
19.	Jordan	5	
20.	Malaysia	5	
21.	Turkey	5	
22.	Indonesia	4	
23.	Iraq	4	
24.	Mexico	4	
25.	West Indies	4	
26.	Czechoslovakia	3	
27.	France	3	
28.	Guyana	3	
29.	Italy	3	
30.	Iran	3	
31.	Liberia	3	
32.	Venezuala	3	
33.	Brazil	2	
34.	Germany	2	
35.	Greece	2	
36.	Ireland	2	
37.	Ivory Coast	2	
38.	Kuwait	2	
39.	New Zealand	2	
40.	Poland	2	

41. South Africa	2
42. Sweden	2
43. Syria	2
44. Ukraine	2
45. Yugoslavia	2
46. Argentina	1
47. Bolivia	1
48. British Samoa	1
49. Burma	1
50. Ecuador	1
51. Ethopia	1
52. Ghana	1
53. Guam	1
54. Honduras	1
55. Paraguay	1
56. Rhodesia	1
57. Tanzania	1
58. Tonga	1
59. Tunisia	1
60. Uganda	1
61. Zambia	1
TOTAL	515

(Note: Several respondents gave total foreign students without country breakdowns. This total, therefore, does not agree with total for Section I.A. (540)

C. Total Foreign Student Population by Type of Program

Fifth Year	Adv. Cert.-(6th yr.)	Doctoral	Non-Degree
481	9	22	3

1. Country breakdown of doctoral students:

Australia	4	Iraq	1
Egypt	4	Israel	1
India	3	Korea	1
Philippines	2	Liberia	1
Taiwan	2	Pakistan	1
Iran	1	United Kingdom	1
		TOTAL	22

II. ADMISSION PROCEDURES AND GENERAL POLICY

A. Activities Having Responsibility for Evaluating Various Admissibility Criteria

1. financial responsibility: School or department of library Science 12

   Other activity 37

2. English proficiency: School or department of Library Science 26

   Other activity 27

3. Academic admissibility: School or department of Library Science 40

   Other activity 11

4. Final admissibility: School or department of Library Science 34

   Other activity 10

B. Limitations placed on number of foreign students accepted into program:

Yes 6
No 49

Comments of individual respondents:

"Upper limit is 15"

"Preference is given to those whose undergraduate studies have been in the English language and who have some background in North American culture"

"By agreement, ten per cent of total enrollment is considered maximum"

"Foreign student quota set by University"

"A total of not more than 10% of all full time students enrolled in any semester shall have graduated from a foreign university. This does not apply to Canadian born students"

"A foreign student is considered for entrance to the School only after one full year following the completion of his undergraduate degree"

"since we are unable to admit all qualified American applicants, we limit foreign admissions to those who have superior qualifications and whose command of English is no handicap"

"Department requires foreign students who do not have English as the primary language to have completed at least 12 units of graduate course work in an academic area (not library science) with a "B" average in an American college or university before being considered for admission"

C. Limitations placed on number of students accepted from particular countries:

Yes 5
No 50

Comments of individual respondents:

"Effective 1970, not accepting candidates from Taiwan or Korea, because of difficulty placing them upon graduation"

"Not all academically admissible applicants from Taiwan, Hong Kong and Korea are accepted. Usually not more than two of the most outstanding applicants from each of these countries are granted admission, since these applicants are not required to return to their homelands and it is becoming increasingly difficult to place them"

"Limitations inherent in nature of degrees from Taiwanese and Korean Bachelor's programs in English Literature which have proved to be inadequate preperation for graduate study in the United States"

"There shall be no more than a total of five Orientals at one time from Taiwan, Korea and Hong Kong. Students from other countries will be considered in different ratio, depending on possible 'runs' from any one country"

D. Tuition waivers for foreign students

not granted 32
granted upon request 2
granted in consideration of financial need 10
granted in consideration of academic excellence and/or professional promise 14
granted to supplement other awards 12

E. Minimum financial responsibility requirement for foreign student for calander year (exclusive of tuition)

$1250 - 1500	1
1500 - 1750	5
1750 - 2000	6
2000 - 2250	16
2250 - 2500	9
2500 - 2750	3
2750 - 3000	1
3000 - 3250	4
3250 - 3500	1
3500 - 3750	3
3750 - 4000	1
	50 total responses

III. ADMISSION REQUIREMENTS

A. Institutional positions with regard to a career background or committment to library science

1. Academic background in library science required of all foreign students:

Yes 3
No 50

2. Vocational background in library science required of all foreign students:

Yes 1
No 51

3. One or the other of the above required:

Yes 1
No 47

4. Is a definite commitment to library service in the applicant's nome country required?

Yes 7
No 45

a. If yes, do you consider the student's statement to this effect satisfactory evidence of such a commitment or do you require some documentary evidence of such a commitment?

Student's statement satisfactory 5
Documentation required 2

B. Position of the institution with regard to the Graduate Record Examination as an index of the admissibility of Foreign students

1. General aptitude test

Master's level: required by 21 of 53 respondents

Advanced Certificate: required by 5 of 9 respondents

Doctoral level: required by 8 of 12 respondents

2. Minimum score requirements for those programs requireing GRE General Aptitude scores for the admission of foreign students to Master's level programs

Verbal Aptitude - 15 reported
range: 400-600
mean: 472
median: 475

Quantitative - 13 reported
range: 200-600
mean: 448
median: 440

Combined Scores: - 21 reported
range: 700-1200
mean: 930
median: 900

3. Minimum score requirements - GRE/GAT - Advanced Certificate level

Verbal Aptitude - 3 reported
range: 400-500
mean: 450
median: 450

Quantitative - 1 reported
400

Combined scores - 5 reported
range: 800-1000
mean: 960
median: 975

4. Minimum score requirements - GRE/GAT - Doctoral level

Verbal Aptitude - 6 reported
range: 450-700
mean: 533
median: 525

Quantitative: - 4 reported
range: 500-700
mean: 588
median: 575

Combined scores - 7 reported
range: 1000-1400
mean: 1114
median: 1110

IV. PROGRAM RESTRICTIONS - FOREIGN STUDENTS

13 of 50 reporting institutions indicate identical length-of-program requirements for North American students and foreign students

37 of 50 reporting institutions indicate that limitations on course loads for foreign students result in an extension of time for program completion. This extension averages 6.4 months for the 37 programs.

CONCLUSIONS AND COMMENTS

1. The geographical mix of students reported in response to this questionnaire has disquieting implications for the traditional rationale for accepting foreign students into North American library science programs: that is, as part of the North American university's total service commitment to international human resource development

   Taiwan alone accounts for 27.4% of the total Taiwan, Korea, Hong Kong, India, and the Philippines account for 61.4%. These 5 countries plus the United Kingdom, Cuba, Egypt, Japan, Thailand and Australia account for 73%.

   Within this grouping, experience has shown us that none of the Taiwanese will return home and the same will probably be true of the Koreans. Hong Kong cannot possibly absorb 46 new librarians India and Egypt already suffer from high-level manpower surpluses. The students from Cuba are political refugees. It is difficult to imagine the Englishman or Australian taking a North American library degree for any reason other than to practice the profession' here, since this qualification would mean little to him at home.

   From this sampling, it seems obvious, therefore, that our contribution to the development of international library manpower is not particularly substantial, and that foreign student programs in North American library schools are largely in the business of preparing "colleagues at home" and not "colleagues abroad".

   If we were preparing colleagues abroad, certain defensible concessions could be made with regard to admission requirements, program content and performance standards for foreign students which could remove or minimize some of the (for them) irrelevancies of North American library education and take into account their unfamiliarity with the cultural prerequisites assumed by the curriculum. This, of course, applies primarily to students from Asia, Africa and the Middle East, and would be at best a stopgap measure to fill existing vacancies pending the full development of indigenous professional programs compatible with local social and cultural climates.

   However, if we are, in fact, in the business of preparing "colleagues at home", no such concessions are defensible, and admission requirements, program content and performance standards for foreign students should be identical with those for American students. The proper admission of foreign students, then, would require an in-depth knowledge of secondary and higher education structures all over the world.

2. The identification of overseas librarians with the appropriate academic background for doctoral study in this country, and the funding of doctoral study for these people, should be a priority item for all governmental, intergovernmental and non-governmental agencies interested in library programs in developing countries. This elite corps of theoreticians is greatly needed to conceive the socially and culturally integrated library education programs mentioned above, and to do basic research related to library needs in their home countries, develop a professional literature in indigenous languages, and create needed bibliographic and reference tools. It is probably less important that these students return permanently to their countries of origin, since much of this work could be done elsewhere.

   Respondents to this questionnaire report only 16 doctoral students from underdeveloped and less developed areas.

3. The survey indicates that the vast majority of programs (40 of 41) retain responsibility for passing on the academic admissibility of overseas applicants, and that 34 of 44 programs make the final determination of the applicants admissibility However, in the important area of English language proficiency, determination of the applicants admissibility rests with university-wide administrative agencies in 27 of 53 cases. This implies, it seems, that university-wide minimum standards are feasible: that is, that the minimum English proficiency requirement for graduate study in Mathematics is identical with the minimum English proficiency requirement for graduate study in library science.

   The dearth of replies to specific questions regarding English language proficiency requirement indices indicates such a dependence on central authority--or some indecision as to what such minimum standards might be.

4. Minimum Graduate Record Examination requirements would seem to be considerably less stringent for foreign students than for North American students, with means and medians for minimum acceptable scores at the Master's and Advanced Certificate levels considerably below the 50th %ile, and only slightly above the 50th %ile at the Doctoral level.

5. Responses to those sections of the questionnaire dealing with the evaluation of academic and professional qualifications (the heart of the survey) were disappointing in that information was not quantified as requested. A number of replies indicated that a baccalaureate degree was a baccalaureate degree , regardless of where it was obtained, the duration of preceeding secondary programs, etc. Other programs indicated that such decisions were made for them by other university offices much better qualified to do so.

The editor of this survey profoundly regrets that one particular and obvious question was not asked:

> "Does the proper evaluation of the academic qualifications of applicants from overseas present a significant problem at your institution?"

The question was not asked. However, the general tone of replies received would seem to indicate that--rightly or wrongly--most programs do not feel that significant problems exist.

Please return by March 1 to:
School of Library Science
State University of New York at Albany
1400 Washington Avenue
Albany, New York 12203

APPENDIX A

QUESTIONNAIRE ON CURRENT POLICY AND PRACTICES RELATING TO THE OVERSEAS STUDENTS IN NORTH AMERICAN LIBRARY SCHOOLS

(Sponsored by the ALA LED Equivalencies & Reciprocity Committee)

Name of College or University _____

Official designation of school or department administering graduate program with major in library science _____

_____

Name of person completing questionnaire _____
Title _____

Is your school or department accredited by the American Library Association? Yes___ No___. If not, do you anticipate applying for such accreditation before 1973? Yes___ No___.

I. CURRENT FOREIGN STUDENT POPULATION

1. Number of foreign students enrolled in fall term, 1969 _____:

Master's program _____
Advanced Certificate (post-Master's) _____
Doctoral program _____

2. Number of foreign students enrolled in fall term, 1969, by country:

Country	Master's	Advanced Certificate	Doctoral
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

(Country)	(Master's)	(Advanced Certificate)	(Doctoral)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

(use back of this page for any additional listings)

II. ADMISSION PROCEDURES AND GENERAL POLICY

1. Does determination of admissibility in the following areas rest with the school or department administering the program in library science or with some other activity within the college or university:

   a. Financial responsibility: School or department administering program in library science _____
   Other activity (name) _____

   b. English proficiency: School or department administering program in library science _____
   Other activity (name) _____

   c. Academic admissibility: School or department administering program in library science _____
   Other activity (name) _____

   d. Final admissibility: School or department administering program in library science _____
   Other activity (name) _____

2. Is any general policy in effect (formally stated or enforced by custom) which limits the total number of foreign students accepted into degree programs in library science? Yes___ No___. If yes, describe briefly:

3. Is any general policy in effect (formally stated or enforced by custom) which limits the number of foreign students accepted into degree programs in library science from any particular country or countries? Yes___ No___. If yes, describe briefly:

4. Check one or more of the following descriptive of your institution's policy with regard to waiver of tuition for foreign students:

   a. Not granted____
   b. Granted upon request____
   c. Granted in consideration of financial need____
   d. Granted in consideration of academic excellence and/or professional promise____
   e. Granted to supplement other awards (scholarships, fellowships, assistantships, etc.)____

5. At your institution, is the availability of tuition waiver for foreign students limited or determined in any way by budget formula factors (total enrollment percentage, total income percentage, etc.)? Yes___ No___. If yes, describe briefly:

6. List any locally administered scholarships, fellowships or assistantships exclusively reserved for foreign students, and for which students in the graduate library science program are eligible:

Name or description	Total $ value per academic year	Special conditions

(use back of page for additional listings)

7. List any locally administered scholarships, fellowships or assistantships exclusively reserved for foreign students enrolled in graduate programs in library science:

Name or description	Total $ value per academic year	Special conditions

(use back of page for additional listings)

8. List any other locally administered scholarships, fellowships or assistantships for which foreign students are eligible:

Name or description	Total $ value per academic year	Special conditions

(use back of page for additional listings)

9. Indicate minimum financial responsibility requirement for unsponsored foreign students for one calendar year of graduate study in library science (exclusive of tuition):

___$1.000 to $1,250
___$1,250 to $1,500
___$1,500 to $1,750
___$1,750 to $2,000
___$2,000 to $2,250
___$2,250 to $2,500
___$2,500 to $2,750
___more than $2,750 (indicate)_____

III. ADMISSION REQUIREMENTS

1. Please indicate your institution's position with regard to a career background or commitment to library science as an admission requirement for foreign students:

   a. Is an academic background in library science required? Yes___ No___.
   b. Is a vocational background in library science required? Yes___ No___.
   c. Is one or the other of the above (either a. or b.) required? Yes___ No___.
   d. Is a definite commitment to library service in the applicant's home country required? Yes___ No___.

   If yes, do you consider the student's statement to this effect satisfactory evidence of such a commitment? Yes___ No___.

   or

   Do you require some documentary evidence of such a commitment (statement of prospective employer, sponsor, etc.)? Yes___ No___.

2. Please indicate your institution's position with regard to the Graduate Record Examination as an index of the admissibility of foreign students to graduate programs in library science:

		Master's	Adv. Cert.	Doctoral
General Aptitude Test:	recommended	_____	_____	_____
	required	_____	_____	_____
	neither	_____	_____	_____
Advanced Test: (undergraduate major)	recommended	_____	_____	_____
	required	_____	_____	_____
	neither	_____	_____	_____

2a. If the GRE General Aptitude Test is used as an index of admissibility for foreign students on either a required or selective basis, indicate (in terms of raw scores) approximate minimum performance requirements:

		Raw Scores
Master's Level	Verbal	_____
	Quantitative	_____
	Total	_____
Advanced Certificate	Verbal	_____
	Quantitative	_____
	Total	_____
Doctoral	Verbal	_____
	Quantitative	_____
	Total	_____

3. Please indicate your institution's position with regard to the Test of English as a Foreign Language (TOEFL) in evaluating English language proficiency of applicants from non-English speaking countries:

Required_____
Recommended or preferred_____
Neither required nor recommended_____

3a. If neither required nor recommended, what other means of evaluation are used?

Georgetown_____
Michigan_____
Other (indicate)_____

3b. If the TOEFL is the required or preferred instrument of evaluation, please answer the following:

(1) What does your institution consider the minimum performance (in terms of total score) indicating acceptable English proficiency for admission to your graduate library science program without further intensive training in English?

400-450_____	550-575_____
450-500_____	575-600_____
500-525_____	600-625_____
525-550_____	over 625_____

(2) What does your institution consider to be the minimum index of admissibility, assuming that the candidate will complete an intensive course in English immediately preceding his graduate program in library science or during the initial stages of that program?

300-350_____	450-500_____
350-400_____	500-550_____
400-450_____	550-600_____

(3) Indicate minimum levels looked for in each of the following TOEFL categories: (please indicate as percentiles)

	%ile
Listening comprehension	_____
English structure	_____
Vocabulary	_____
Reading comprehension	_____
Writing ability	_____

IV. EVALUATION OF ACADEMIC AND PROFESSIONAL QUALIFICATIONS

1. For each of the countries you have listed under Section I-2 (page 1), please indicate your minimum admission requirements in the indicated categories for students applying for admission to a Master's (or fifth-year) degree program in library science:

Country	(a) Secondary education (number of years)	(b) Post-secondary to baccalaureate level (number of years)	(c) Professional post-baccalaureate degree or diploma in library science in home country (indicate acceptable degree, diploma and institutions)	(d) Subject post-baccalaureate degree from university in home country (yes or no)	(e) Either c or d

(2)

1. (continued)

Country	(a) Secondary education (number of years)	(b) Post-secondary to baccalaureate level (number of years)	(c) Professional post-baccalaureate degree or diploma in library science in home country (indicate acceptable degree, diploma and institutions)	(d) Subject post-baccalaureate degree from university in home country (yes or no)	(e) Either c or d

2. For each of the countries you have listed under Section I-2 (page 1), please indicate your minimum admission requirements for students applying for admission to an Advanced Certificate program in library science (use back of sheet for additional listings):

Country	(a) Graduate degree in library science - your school	(b) Graduate degree in library science - any ALA accredited school	(c) Professional post-baccalaureate degree or diploma in library science in home country (indicate acceptable degree, diploma and institutions)	(d) c plus subject post-bacc. degree from university in home country

3. For each of the countries you have listed under Section I-2 (page 1), please indicate your minimum admission requirements for students applying for admission to a Doctoral program in library science (use back of sheet for additional listings):

Country	(a) Graduate degree in library science - your school	(b) Completion of Advanced Certificate program - your school	(c) Graduate degree in library science - any ALA accredited school	(d) Professional post-bacc. degree or diploma in library science in home country (indicate acceptable degree, diploma and institutions)	(e) d plus subject post-bacc. degree from university in home country

4. Letter grades from colleges and universities in the Republic of China are given the following numerical values:

A	100 - 80
B	79 - 70
C	69 - 60

What does your institution consider the minimum numerical grade average predictive of success in a Master's level program in library science?

_____.

5. For countries which you have listed under I-2 (page 1), please indicate:

(a) Monograph or series items which you have found particularly helpful in evaluating academic credentials from the country indicated (i.e., items in the Office of Education Comparative Education Series, the AACRAO series, Sasnett and Sepmeyer, etc.).

(b) Governmental or non-governmental agencies which have given you valuable and personal assistance in individual cases (i.e., ALA International Relations Office, Office of Education, Pan American Union, IIE, AFME, etc.).

Country	(a) above	(b) above

V. PROGRAM RESTRICTIONS - MASTER'S LEVEL

1. Total number of credit hours required for Master's degree: _____ hours.
   (Quarter system____ Trimester system____ Semester system____)

2. If your program operates on the quarter system:

   a. Total number of quarter hours_____ (normally representing how many courses?_____) advised for foreign students per quarter.

   b. Total length of average foreign student's program (in months)_____.

   c. Total length of average full-time American student's program _____.

3. If your program operates on the semester or trimester system:

   a. Total number of credit hours_____ (normally representing how many courses?_____) advised for foreign students per semester or trimester.

   b. Total length of average foreign student's program (in months)_____.

   c. Total length of average full-time American student's program _____.

VI. STUDENT ADVISEMENT AND ORIENTATION

1. Are all foreign students assigned to a single member of your library school faculty for academic advisement? Yes___ No___.

2. Are students from certain countries or areas assigned to individual faculty members with experience or expertise in these countries or areas? Yes___ No___.

3. Do incoming foreign students participate in an orientation program specifically for foreign students and conducted on a university-wide basis? Yes___ No___. If yes, describe briefly:

4. Do incoming foreign students participate in an orientation program specifically for foreign students and conducted by the school or department of library science? Yes___ No___. If yes, describe briefly:

Should We Employ Overseas Professionals in Our Libraries?

by

Thomas R. Buckman

(Northwestern University)

- - - -

L.E.D. Institute on International Library Manpower

Detroit, Michigan

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Should We Employ Overseas Professionals in Our Libraries?

I have been asked to prepare a brief "philosophical" statement on the employment in North American libraries of professional librarians who have been trained overseas. I take the term "philosophical" to mean a reference to a body of principles underlying a human activity, in this case library service. The assignment, especially at this time of social concern in our society and within our professional organization, raises fundamental questions which range much more widely than those relating merely to the evaluation of foreign credentials, linguistic qualifications, selection, placement, costs to receiving institutions, cultural adjustment, programs of work and study for foreign librarians, the appraisal of the benefits to be derived from employing overseas professionals, and the like. These are important and sometimes difficult questions, but preceding them are others of a more basic nature such as: What are the issues facing a profession in an age of profound social change at home and abroad? What are the relationships between the social ferment we observe in our part of the world and elsewhere? In these circumstances what should be our aims as a profession?

If we can agree on answers to these questions we might then proceed to the answering of the question posed in the title of this paper, and after that, if we have answered affirmatively, to the more practical questions of how we employ overseas professionals in a mutually productive way.

My purpose is to raise the fundamental questions for discussion, not to give answers. However, my approach to this problem and the selection of materials that I have made for consideration should make it clear that I believe that North American libraries should employ well-qualified overseas professionals as a part of the redirection of our professional aims to social needs.

My remarks are a gloss on parts of two articles appearing in a publication entitled Internationalizing the U.S. Professional School, New York, Education and World Affairs, 1969 (Occasional Report No. 9), by William W. Marvel ("The University and World Affairs," pp. 30-31), and Irwin T. Sanders ("The Professional's Approach to Social Concerns at Home and Abroad," pp. 123-137). My commentary should be read in conjunction with the parts of these articles found in the attachments.

First, I would like to ask you to test for yourselves the thesis proposed by William W. Marvel, that there is a common core of human problems at the base of both the domestic and foreign crises which we face (see Attachment A).

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The rationale for employing overseas professionals should derive from our attitudes toward the social concerns which the profession faces, recognizing that we have problems of development in common with other countries; that overseas professionals in our midst, coming from a different cultural and sociological background, may help us to understand better the social changes we are experiencing and to define our responses to them (Gunnar Myrdal's classic work on the American negro is an example from the field of sociology; Wilhelm Munthe's work on American librarianship is an example in our own field). They may sharpen our recognition of the fact that "the middle-class white professional is just as unprepared to work in the U.S. urban ghetto or in rural Appalachia as he is to work in Calcutta, India." They may help us to determine who we should be serving in order that we may meet the new requirements of society. In short, we may learn from the overseas professional, but likewise on his return he may become an agent of change in his own country introducing ideas he has learned from us.

Professor Sanders lists and discusses nine points relating to a professional approach to social problems, under five major headings (the sociological context,

the professional school, the profession itself, professional practice, and the internationalization of the profession). In Attachment B I have excerpted a few passages which shed light on the background issues of our problem. I have omitted the discussion of the professional school. Professor Sanders was speaking to home economists but his remarks apply to any profession including library service as my parenthetical additions to the text suggest.

In point 1., the term social concern is clarified. Today in our profession there seems to be confusion between the social concerns we feel as individuals, and those we should have as professionals. In my opinion there has been far less attention given to our professional approach to social concerns than to the individual approaches. Apparently attempts are being made to superimpose the individual approaches on the professional organization, and to secure their acceptance as professional aims. More about this under point 2.

In point 2. three ways of viewing social concerns are distinguished. Our professional organization now seems to be following the traditional approach described by Professor Sanders. Although there is value in this as he indicates, the fact remains that after the dust has cleared the hard tasks of applying professional expertise to social concerns in new ways will still remain. The traditional approach gives people an opportunity to vent their feelings, but it does not solve recurring social problems.

I would suggest that we should be more interested in the functional and developmental approaches, especially the latter.

Point 5. (I have omitted 3., 4., and 6. as not being entirely relevant to our discussion) suggests how our thinking should be directed in order that we may apply our professional competence to social concerns.

Points 7. and 8. consider constraints on practice, the absence of accustomed infrastructure in a new social situation in which the professional wishes to operate, and a redefinition of the client system.

With regard to our own specific problem, that of employing overseas professionals in our libraries, the remarks of Jack C. Westoby are especially interesting. If the situation he describes is turned around it can be said with equal force that the success of a foreign professional in a North American library will be dependent to a large degree upon the institutional context in which he works, and the outlook of the individuals and groups with which he is working. This leads me to ask if institutions considering employment of overseas professionals should not first be evaluated (either by themselves or others) to determine if their institutional and professional setting would make possible an effective contribution by the overseas professional.

The visiting foreign librarian in North America may also feel the absence of an infrastructure with which he is familiar.

Finally, point 9. provides the strongest argument in favor of employing overseas professionals. The professions are becoming internationalized, and can be most effective in applying their skills to social problems if they draw on experience and thinking across national borders. In other words, there is a mutual interdependence in developmental growth among nations and in the professional application of skills required to bring about such growth. It can be advanced by the employment of overseas professionals if environmental factors permit them to make a contribution. This is true of libraries in all developing countries whether they be in North America or elsewhere.

If one accepts the validity and challenge of the arguments presented in this paper, it becomes clear that the work of the L.E.D. Committee on Equivalencies and Reciprocity in trying to come to grips with the more specific problems some of which I have merely noted on the first page, is of great importance. I do not minimize these problems, but I would emphasize that if any progress is to be made they must be seen as subordinate to the larger approaches of the profession to social concerns. To regard them as absolutely determining factors in every case would be self-defeating.

William W. Marvell:

I have come to believe that this work on the professional school and world affairs may have a relationship to what I consider one of the really towering problems on the agenda of America today. This is the question of our ability not only to *analyze accurately* and to *prescribe remedies* simultaneously for both the domestic crisis and the foreign crisis that engulf us, *but also to define clearly the relationship between these two crises.*

We all know what these two crises are. That in foreign policy centers on the Vietnam war, a war which has brought an unprecedented concentration of resources, a preoccupation of the time and energy of leaders, and the almost exclusive attention of the public with respect to events in one small Southeast Asian country. It has resulted in near paralysis in dealing with constructive aspects of foreign affairs, from the prosecution of the "decade of development" to the slowing down of the promising detente with the Soviet Union, to the near disappearance of the Peace Corps from our active national consciousness. It has filled us with realization of how inadequately we relate to the governments of developing countries, even in cases like South Vietnam where we have made enormous expenditures of lives and treasure. . . .

The other crisis, of course, is that of urban America where in a hundred so-called "inner cities" the cauldron boils with racial issues, poverty, ignorance, unemployment, hopelessness and the futility of life.

As if each of these crises were not threatening enough in its own right, we now find them at opposite poles, as it were, embroiled in major competition. We have fallen into an "either-or" mentality. On the one hand we are unable to do more in the cities, we argue, because of the drain of manpower and treasure to South Vietnam. On the other hand, we are haunted by the thought that summer 1968 will see the opening up of another front right here at home—in Detroit, Newark, Harlem, Watts and their counterparts in several dozen other urban centers—and we ponder how such a series of explosions in the cities would weaken us in the effort we must sustain abroad, primarily, but not only, in Southeast Asia. The readiness of some Americans to do less on one front with the excuse of the demands of the other front is just not good enough.

Perhaps we are being put to our maximum test as a people, but the simple fact is that we have got to meet both crises simultaneously, because neither will wait. And unless they are resolved, either is capable of ripping our social fabric into shreds.

We need the thought, ideas and participant action of many Americans of good will. But above all, we need a new *design*, a new *formulation* that brings our foreign crisis and our domestic crisis into a meaningful and understandable relationship. We need to see how these two sets of overwhelming problems can be made less competitive for our wisdom, our energy and our money, and how we can draw on our experience and expertise on the one side in order to move us at least a few feet ahead on the other.

The only reason it makes sense to suggest this kind of new approach is that there is a common core of human problems at the base of both crises: We have *cultural conflict* both in South Vietnam and in Chicago; traumas of *personal and group identity* both in South Vietnam and in Harlem; devastating *welfare and health problems* with the masses of refugees in South Vietnam and with the unemployed Negroes in Watts; *compelling and unmet education and training needs*, and the phenomenon of contemporaneous *unemployment of the unskilled* both in Vietnam and in Rochester; problems of the *unresponsiveness of government* and the *ineffectiveness of administration* both in Vietnam and in Newark; and the need for *shelter and rebuilding*, in the literal sense, in South Vietnam and in Detroit. For too long we have paid lip service to the unity, the oneness, the necessary coherence of our national efforts both at home and abroad, while in our actions we keep denying this fundamental and elementary truth. We claim we do not see the curtain at the water's edge, but we keep acting as though we know it's there. Perhaps, at last, the double crisis that is upon us will force America to match acts to words.

Attachment B

Irwin T. Sanders:

The Sociological Context

1. For a professional person, a social concern means a commitment to deal efficiently with a social condition. This is done through the use of technical competence and in keeping with the norms and values embodied in the profession's mystique. You will notice that I am limiting my discussion to the professional role. Each of us everyday is involved in many roles, ranging all the way from parent to citizen, from consumer to employer, from club member to church member. In each of these roles we express social concerns and, with some of us, a given concern may permeate all of our roles. Though my presentation is of necessity analytical I want to affirm that this need not be impersonal. As human beings we must show passion in viewing what happens around us: to minority groups, to the environment, to the questions of war and peace. We need righteous indignation and, if we are to function as whole personalities we also must--from time to time--urge specific action.

But what you do about social concerns as a home economist (or a librarian) or in the name of home economics (library service) constitutes your professional role. For each of you, the mixture of duties and opportunities is a little different from the ideal professional role model.

Part of the sociological context of each profession as a segment of society is that profession's stance toward social change; part of each professional's orientation to the work that he does is his view of how and why society changes and his part in that process.

2. A well-rounded theory of social change must explain the origin or existence of social conditions which give rise to social concerns. In greatly oversimplified fashion we might distinguish between three ways of viewing social concerns as they relate to social change: the traditional, the functional, and the developmental.

The traditional approach is really a social problems approach. It is focused on a single issue. People suddenly become aware that they have bad housing, illegitimacy, or air pollution in their community and organize to do something about it. They form special associations to raise money to cope with this particular problem; city officials are pressured to appropriate sums for or even to create a special bureau to deal with this problem; state legislatures may be asked to pass enabling legislation so that on the local level more effective action may be taken. Throughout the sequence of activities, the social concern is one specific issue. It can be dramatized to the point of raising the sympathy or in some cases the fear of many to the point that they are motivated to join together to combat the problem.

As you all know, this approach has its ups and downs. Under the leadership of one or more dynamic people, much gets mobilized, much gets done. But when the leadership passes to others, when the initial enthusiasm wanes, when public interest moves on to other problems, then the task of coping with the problem remains the responsibility of the few professionals who may have been recruited to work on the problem. There is validity in this

approach. Despite its limitations, it does bring about changes in specific situations. It may not solve a recurring social problem, but it does help people and even a community ameliorate the problem. Importantly, too, it gives aroused people a chance to express their social concern.

The functional approach recognizes that social problems or social concerns exist as part of the social system itself. To get at the problem one must modify the system; not overthrow it, but make it more amenable to human requirements. This is not episodic, as is the traditional approach.

When we turn to the third--or developmental--approach, the keyword is growth. This does not necessarily reject the social systems concept, but it views a particular society as moving from one stage to another as it becomes more complex and more highly specialized. Every society, of course, is developing, with the Western, modernized societies developing fastest of all. We in the West have moved from a preindustrial society to an industrial society; we are now moving from an industrial to a post-industrial society--to an emphasis upon consumption rather than upon production, which the industrial society stressed. Much of our social structure, including many of our professions, has not yet made the shift that this new stage will require. The developmental approach does not hold that all societies go through the same stages; different types of societies develop differently. Development supposedly can be guided, although one cannot move from one stage to another without some social pain, some uprooting, some re-learning of roles, and a sacrifice of older forms of security for new forms which may be better suited to the new age.

Social planning, then, deals with the problem of transition, of cushioning the shock of change, of preparing people for change and helping them to plan as individuals to meet it. No permanent solutions are sought since they are unrealizable, but instead one searches for individual and social techniques to deal with a world in flux.

The Profession Itself

Innovations in distribution of professional services must keep pace with growing social concerns within the profession. Some professions, though welcoming new technology, tend to resist innovation in social organization, in the means whereby their services are funded and provided the general public. They give the impression of preferring the status quo. They reflect a hostility to social change. Other professions have evolved a critical attitude toward things-as-they-are and champion the professional goal of social action, or effecting some change thought beneficial. With the change-oriented profession, expertise remains important but not the sole preoccupation....

Our present era is characterized by the widespread search for better ways of delivering needed services to the disadvantaged parts of our population. These are too little, many very late. Then, too, some professions which should be most actively involved in the search have left the task up to others. Surely, any profession with a modicum of social concern will give much attention to ways its knowledge and expertise can be put to fullest human use. It will do this particularly in those areas of need (education, health, minimum income) which were formerly considered a privilege but which

are now viewed as a right by larger and larger numbers of our people.

Professional associations should be thinking as you are now doing: (1) what services do they have to offer; (2) to which social concerns can these services be related, even though such relevance has never been realized in the past; (3) what social mechanisms, including funding, can be devised to deliver these services both in a foreign setting as well as in the domestic situation.

The Practitioner

7. *Social constraints on practice and the infrastructure supporting practice will vary cross-culturally and cross-nationally.* Any practitioner who seeks to do something about a social concern is trying to effect change; he is not simply carrying out standard routines with clients in a repetitive, well-structured setting. Much has been written on the general topic of the professional as a "change agent," with varying points of view abounding.

Jack C. Westoby, in the Forestry and Forest Industries Division of the Food and Agriculture Organization, labels as an illusion the notion that the expatriate professional in a developing country is, or can be, a principal agent of economic and social change. What impresses him is the extent to which a forester's success is as much dependent upon "the institutional context, the outlook of the individuals and groups with which he is working, as it is upon his own intrinsic and acquired qualities."[8] But in situations where investment regularly follows upon advice, where people as a whole are involved in building for their own benefit, the professional does become an invaluable accelerator and lubricant of the development process.

Daniel Lerner, of MIT, also notes the impact of professional people upon the developmental process around the world. He says:

> While education and development interact at every level, professionally trained people are the critical factor in accelerating and improving development. They are the machine tools of development, so to speak, because they reproduce those professional skills which successful development requires in ever-increasing quantity. As teachers, doctors, engineers, social scientists, planners, programmers, and administrators, professionally trained people are the indispensable human resource on which the modernization of the underdeveloped areas depends.[9]

Thus it is clear that practice on the part of those who wish to bring about change lies in producing trained indigenous professional people, whether in the U.S. ghetto or in Indonesia, who can themselves assume the responsibility for needed programs. This requires a shift on the part of the outside professional from carrying out the practice himself to that of training others to carry out the practice in his stead. This is a very effective way of getting around the social constraints of religion, ways of working, and political climate which hamper the outsider who has little time to develop the thorough understanding of them.

Few professionals, until they get abroad, realize how dependent they are upon the infrastructure surrounding their professional practice. The telephone, the mimeograph machine, the card files, the ease of travel, the adequate library resources—these and many more features may be almost entirely lacking or relatively ineffective in some parts of a developing country. Effective performance in such a case calls for adaptation of skills to deal with the infrastructure that does exist. Another assumption which does not usually hold up abroad is the existence of a predictable, stable environment (as viewed by the Westerner). There is thus the danger that practices may be followed or recommendations made where there are no preconditions basic to their success.

Therefore, any approach to social concerns must take into account not only the theory of change but also the adaptation of practice to meet differing conditions as one moves from accepted routine to unexpected contingencies.

8. *Productive contributions to dealing with social concerns often require a re-definition of the client system.* This is, of course, related to the problem of adequate mechanisms for delivering professional services. Some professions which traditionally have concentrated upon helping the individual client, have moved to efforts to deal with the groups of which he is a part, or even to conditions within the community where he lives. In the case of many social concerns the community itself may have to be the client, if not the patient.

Any such shift poses problems for the professional person

trained to deal with the individual client. Working with a group requires different techniques from working with an individual; in effecting change in the community the professional moves onto a much more complex stage involving the local power structure, as well as the whole array of organizations through which support can be mobilized. Over and over again, it has been demonstrated that different arrangements must be worked out for dealing with varying issues in the same community. This is because each issue calls a different set of forces into play. The client systems vary as do the leaders who spring into action on different issues.

If one subscribes to the developmental theory of change, then practice is designed to promote the growth of the client system in ways that help it deal with transitions through which the larger environment may be passing.

My own impression is that several professions are just now re-examining the question of who their clients really are. They are finding that other professions have claims on many of the same clients, who may be playing off one professional group against another, or who may be totally confused by the different labels under which somewhat similar programs are presented to them. As social concerns change, so will client systems.

The International Intellectual, Professional Network

No profession develops completely on the basis of the contribution of a single nation; it draws upon the work and thought of people in many countries. In this sense it is international. It is also international in that events, discoveries, or even political crises in other parts of the world affect the practice of a profession in a given country. To the extent also that individual practitioners put their expertise at the disposal of international agencies, such as the World Health Organization or the Food and Agriculture Organization, or of U.S. foundations or the Agency for International Development in technical assistance programs abroad, they help internationalize the profession. But we are learning that the dichotomy between overseas and at home is not nearly as clearcut as we once thought. This leads to the 9th point I wish to take up with you.

9. *The international approach to social concerns combines foreign and domestic experience.* Much too often we equate the term *international* with the term *foreign,* overlooking the fact that our own country is part of the international scene. More and more, the wide-awake professional school, those in charge of professional associations, and even the alert practitioners take

international factors into account. More particularly, they are asking how their professional counterparts in other countries have faced up to social concerns which have come to the fore in our own country. This comparative information, to be useful, will have to be related to the stage of development of the countries being compared and to the body of professional theory. From this, one can derive principles with international application. Again, it is important to stress that one cannot import and export specific programs or project designs across cultures or national boundaries with guaranteed success; one makes use of principles tested in international experience. One can also test as a pilot project in one's own country some approach used elsewhere, recognizing that the purpose of the pilot effort is to learn what adaptations have to be made if the imported measures are to work.

In reviewing the activities of the same profession in different countries, one finds that the social concerns receiving most attention are not always the same. Is this because the countries being compared are in different stages of development? Or is it because the entire social system of each country is organized around a different set of social values? Or does the definition of what people in the same profession are supposed to do or not to do vary markedly from one place to another? But in many ways the similarities in professional practices throughout the world are more striking than the differences. Adam Curle, of Harvard University, notes:

> There appears to be a slow but solid drawing together of professional thought and opinion throughout the world. For example, the network of intercommunications within the scientific community is more complex and efficient than ever before and is becoming increasingly comprehensive. Well-trained professionals in almost any field can communicate easily across national frontiers and the differences in approach in universities based on the different national traditions appears to be growing less.[10]

Eugen Pusic, of the University of Zagreb (Yugoslavia), sees such a network as critical in the expressions of social concerns:

> It seems, therefore, crucial to establish a world-wide network of institutions and social processes which could make more effective the oneness of the world and which would be, in its operations, as independent as possible from the existing political power systems. To try to by-pass governments seems, at least

today, to offer better possibilities than to strive for a world government.[11]

Many other observers have commented on the growth of this international intellectual, professional network. James A. Perkins, past president of Cornell University, sees the U. S. professional schools and universities playing a special role in the creation and maturing of an international community. "Precisely because professional training tends to be most highly specialized," he writes, "it serves to bring together specialists with common interests that transcend national origins and other more parochial concerns. Specialists . . . tend to speak a common professional language that can, with relative ease, bridge other language gaps."[12]

One final quotation reinforces the primary role of the professions in development and the need for universalization of professional practice. Hardy Wickwar, of the Bureau of Governmental Research and Service, University of Southern California, writes:

> The factors on which the social development of all countries depends include the development of professions with their own standards of acceptable and desirable practice. Insofar as social development includes the raising of levels of living by means of provision of services, the universal development of the professions is essential to progress. The worldwide institutionalization of professional practice, through training, standard-setting and corporate organization, is therefore indispensable. This universalization of professional practice depends on communication between practitioners of each profession in all countries, a communication that is systematically developed by international professional organizations. . . . A professional school gives its students a sense of perspective and proportion, and standards of sound judgment, *only insofar* as it approaches local problems from a universal viewpoint.[13]

I submit that each of us will really be in much better position to express our professional social concerns if we have the universal viewpoint which Professor Wickwar mentions. Through the professions we can gain this; without it, a professional person is only partly alive.

For the sake of brevity I have not tried to connect all of my nine points with each other. They are interlocked. But my general theme has been that if professional people are to help manage our social concerns they must first see them against the background of both human need and social change. The professional school should help provide greater sensitivity toward such concerns, the profession must organize itself more rationally to make its unique contribution, and the individual practitioners must know how to adapt their practice to changing social requirements. And, finally, no single nation has all of the answers. Social concerns are humane concerns; humanity is only understood when viewed in universal perspective.

Notes

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2. The Professional School and World Affairs (PSWA) Newsletter, No. 7, March 1968. Statement by Edward H. Levi, p. 3.
3. PSWA Newsletter, No. 11. July-August 1968. Statement by Leroy E. Burney, p. 3.
4. Harold Taylor, *The World and the American Teacher*, published by the American Association of Colleges for Teacher Education, 1968. Cited in PSWA Newsletter, No. 11, July-August 1968, p. 2.
5. PSWA Newsletter, No. 1, September 1967. Statement by Paul A. Miller, pp. 2-3.
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7. "Urban Extension: A Report on Experimental Programs Assisted by the Ford Foundation," New York: The Ford Foundation, 1966. 44 pp.
8. Jack C. Westoby, "Professionals in Technical Assistance," in *Agents of Change: Professionals in Developing Countries*, Guy Benveniste and Warren F. Ilchman (eds.) p. 73. To be published Winter 1969 by Frederick A. Praeger.
9. PSWA Newsletter, Final issue, October 1968. Statement by Daniel Lerner, p. 2.
10. Adam Curle, "The Devil's Advocate's View of Agents of Change," in *Agents of Change: Professionals in Developing Countries, op. cit.*, p. 64.

FINAL REPORT

EMPLOYMENT OF FOREIGN TRAINED LIBRARIANS IN THE U.S. AND CANADA

AN ENQUIRY ON BEHALF OF THE LED COMMITTEE ON EQUIVALENCIES AND RECIPROCITY

by H.C. Campbell, Chief Librarian
Toronto Public Libraries, Toronto

INTRODUCTION

1) This enquiry was carried out in the Fall of 1969 by the Toronto Public Library Board at the request of the American Library Association Library Education Division Committee on Equivalencies and Reciprocity in order to provide a view of the staff employment practices of medium and large sized public and academic libraries in the U.S.A. and Canada with respect to overseas trained librarians.

The questionnaire sent out (See Annex I) was designed by the Committee and was pre-tested in September 1969 with a small group of librarians.

The questions asked included ones that would determine the number of overseas librarians and staff employed, the various categories of overseas trained staff, the methods used to evaluate their qualifications, the controls placed on a U.S.A. or Canadian library in hiring overseas trained librarians, the views of the library employer with regard to overseas libraries and other matters. It was expected by the Committee that there would be significant differences in response to the questions as between academic and public libraries, hence the desire to include both in the sample. It was also the view of the Committee that large libraries, whether public or academic, had different requirements from medium sized libraries, and that there would be differences in employment practices.

2) The questionnaire was mailed in October 1969 to 600 selected libraries in all States of the U.S.A. and Provinces of Canada. 328 replies were received by

January 10, 1970 of which 247 were able to be analysed statistically in some detail. The geographical distribution of the replies analysed is as follows:

STATES AND PROVINCES FROM WHICH REPLIES WERE RECEIVED

Alabama	2	Minnesota	4	CANADA	
Alaska	2	Missouri	4		
Arizona	1	Montana	2	Alberta	2
California	17	Nebraska	2	British Columbia	4
Colorado	1	Nevada	1	Manitoba	1
Connecticut	2	New Hampshire	2	Newfoundland	2
District of Columbia	1	New Jersey	12	Nova Scotia	2
Florida	10	New Mexico	3	Ontario	12
Georgia	3	New York	27	Quebec	4
Hawaii	1	North Carolina	7	Saskatchewan	3
Idaho	1	Ohio	10		30
Illinois	15	Oklahoma	4		
Indiana	4	Oregon	2		
Iowa	2	Pennsylvania	11		
Kansas	5	Rhode Island	1		
Kentucky	1	South Carolina	3		
Louisiana	3	Tennessee	4		
Maine	1	Texas	9	TOTAL	247
Maryland	2	Utah	2		
Massachussetts	3	Vermont	2		
Michigan	11	Virginia	6		
		Washington	5		
		Wisconsin	5		
		Wyoming	1		
			217		

A good deal of interest was shown by the respondents to the questionnaire. There were a great many comments and many libraries sent in their views on the matter in a letter, if they did not complete the questionnaire.

Twenty replies were received, mainly from State agencies, in the form of letters which could not be tabulated with the questionnaires.

The breakdown as between academic and public libraries which replied was as follows:

	LARGE	MEDIUM	TOTAL
Academic Libraries	70	61	131
Public Libraries	54	62	116
	124	123	247

A library was considered as large if it employed more than 30 professional librarians. Libraries with less than ten professional positions were considered small, and were not included in the tabulation.

The following is the breakdown of libraries by size of professional staff:

SIZE OF STAFF	NUMBER OF LIBRARIES
10 -- 29 professional librarians	123
30 - 99 " "	101
100 -351 " "	23
	247

Sixty replies were received from libraries which employed nine or less professional librarians, and these were not included in the analysis.

There was an almost equal number of large and medium sized libraries replying. 53% of the replies were from academic libraries and 47% from public libraries.

The resulting sample makes it possible to compare an almost equal group of libraries on the basis of size and on the basis of whether they are academic or public libraries.

Included in the replies, both questionnaire and letter, were a number from State and Provincial public library agencies.

State and Provincial Agencies Replying

Alaska State L.
Colorado State L.
Indiana State L.
Kentucky Dept. of Libs.
Louisiana State L.
Missouri State L.
Montana State L.
Nevada State L.
Public L. Services of Newfoundland
New York State L.
New Hampshire State L.
New Jersey State L.
North Carolina State L.
State Library of Ohio
Oklahoma Dept. of Libs.
South Carolina State L.
South Dakota State L.
Free Public Lib. Service, Vermont
Washington State L.
Wyoming State L.

QUESTIONNAIRE RESULTS

Question 2:

The number of libraries which are presently employing overseas trained librarians out of the 247 for which replies were tabulated is as follows:

	Employing	Not Employing	No Answer	Total
Large Academic	42	25	3	70
Large Public	19	32	3	54
Medium Academic	13	45	3	61
Medium Public	6	5	2	62
	81	155	11	247

Question 15 and 16:

Some of these libraries were required from one to a dozen times to determine equivalencies of overseas applicants in 1969. 18% of all libraries replying stated that the equating of the training and experience of overseas librarians was a difficult problem for them.

	Required to evaluate in 1969	Not required to evaluate in 1969	Total
Large Academic	27	43	70
Large Public	15	39	54
Medium Academic	7	54	61
Medium Public	6	56	62
	55	192	247

Question 7:

The most cited reasons given for not employing overseas librarians were as follows:

Lack of English language fluency	85
Do not meet the library's own standards	70
Not able to grant a personal interview	58

Do not meet ALA standards	38
Civil Service regulations prohibit	21
No applications received	20
Lack of suitable background	8

A number of other reasons, dealing with the particular situation of the library were also given.

Question 6:

A number of libraries appoint overseas librarians on short term appointments. Various categories of such appointments, and the number of libraries requiring such staff are as follows:

Category of appointment	No. of Libraries
Trainees (sent by a government or other agency)	43
Visitors (one week to 3 months)	32
Interns (recruited for a fixed study period)	29
Specialists (engaged for a set period for a particular duty)	27

Question 9:

150 libraries indicated that the criteria for selecting overseas professional staff were entirely within their own control: considerable more academic libraries than public libraries were in this position.

	Complete Control of Selecting	Not Complete Control of Selecting	No Answer	Total
Large Academic	59	7	4	70
Large Public	21	24	9	54
Medium Academic	41	14	6	61
Medium Public	29	18	15	62
	150	63	34	247

The control placed on their hiring policies by State or Provincial regulations loomed large for most libraries. The large public libraries which said they did not control their own hiring policies indicated that the controls were often placed on them by State or Provincial regulations. However, in some States there were significant differences in the reply of public libraries to this question. In some instances libraries in the same States did not accept the regulations of the State agency, but appeared to find ways of hiring overseas librarians if they wished. It was clear from replies that a good deal of the policy of the institution has to do with the personal preferences and hiring style of the heads of each library. In one State which has State regulations against employing non-U.S. citizens, more than 50% of the libraries replying had employed overseas-trained librarians. 90% of these were large libraries, and 75% were academic libraries.

A general attitude which was reflected in the employment policies of many public libraries was that overseas-trained librarians were not encouraged to apply by the State, both because they could not meet certification rules and because most positions under the supervision of the State authority required experience or familiarity with State history or State libraries or State government.

Question 3:

Libraries which appointed overseas librarians in full time positions, as distinct from their appointment of trainees, interns, visitors and short term specialists, did so largely in regular positions, although there were some differences as between treatment in an academic or a public library.

Large Academic libraries assigned overseas librarians as follows:

Regular professional posts	25
Senior non-professional posts only	1
Senior non-professional or regular professional posts	1
Specialist positions	1
Library technical assistant posts	1

Large Public libraries assigned overseas librarians as follows:

Regular professional posts	18
Regular posts less 1 increment	2
Special intern or overseas grade posts	4
Temporary posts	1

The fact that they were placed in full time regular positions does not have, necessarily, anything to do with an attitude by the employer that overseas library education was equivalent to U.S.A. or Canadian accredited library education. The above list merely indicates that a number of overseas librarians were hired and placed in regular and other positions in the U.S.A. and Canadian libraries which formed part of the sample.

Question 11:

A question was asked to determine if an institution was able to evaluate overseas credentials so that it could automatically equate foreign training with the accredited BLS-MLS. Only 31 institutions replied that they made such evaluations.

Few of the institutions cited more than two or three countries from which they would accept foreign-trained staff on their own evaluation. The following various levels of training were cited by different libraries as being acceptable as equivalent to an ALA accredited first degree:

Great Britain

Associate of the Library Association alone

Fellow of the Library Association alone

Associate plus a university degree

Fellow plus a university degree

Any British library school diploma plus a university degree.

France

Diploma, École de bibliothécaires, Paris

Diploma, École de bibliothécaires, Paris, plus a degree equivalent to an American B.A.

Germany (DBR)

Ph.D. (Höherer Bibliotheksdienst) Erlangen

Any professional qualification good in Germany.

Australia

Australian Library Association professional standing plus degree

Australian Library Association professional standing only.

Other countries for which a single qualification was cited as the equivalent were:

Austria

Ph.D. plus experience

Cuba

Ph.D. with specialization in library science

India

5th year library degree from a university

New Zealand

N.Z. Library Association professional standing plus degree

South Africa

S.A. Library Association professional standing plus degree

Switzerland

Any Swiss professional qualification.

Question 13 and 14:

An attempt was made to discover if libraries carried on an active staff training programme to upgrade the qualifications of the overseas librarians on their staff. Of the 61 large libraries which employed overseas-trained librarians, only four of the public libraries helped such persons to upgrade their academic and/or library qualifications, and eleven of the academic libraries did the same, five on library time. One-third of the institutions provide financial assistance to staff members in general to enable them to upgrade their qualifications. Academic libraries offered this help more often than public libraries.

Question 7 and 12:

While many employing libraries complained about the lack of English language ability on the part of overseas librarians, and rated it highest amongst their reasons for not hiring overseas librarians, almost none of the libraries used any standardized English proficiency tests with candidates, and most relied on person interviews.

Question 8:

Slightly more institutions accepted more applicants from whom they had received written applications than accepted people applying on the spot.

Question 10:

Overseas librarians on an immigrant visa, rather than on a student or visitor's visa, received overwhelming preference from institutions which actually hired them. On the other hand, a slightly lower number of institutions stated they would accept candidates with either form of visa. Many ofkthem, however, had never hired such staff and were not basing their decision on experience.

Question 17:

Respondents were asked if they felt the matter of evaluating overseas professional credentials was a critical one for the North American library profession. 29 or 12% considered it critical, but many more thought it was important.

CONCLUSION

In spite of the small number of replies (247), much useful information showing the general standard of evaluating practices of U.S.A. and Canadian libraries was provided by the questionnaire and letter responses.

(a) A far larger number of overseas-trained librarians than is generally realized work in North American libraries.

(b) The equating of their qualifications, while not judged to be a critical problem, is considered important and of concern to a large number of library administrators, notably in the larger libraries.

(c) Next to knowledge of the English language, North American libraries as a whole place considerable emphasis on the professional criterion, "equivalent to an ALA accredited library school degree". This standard is reinforced by regulations of State and Provincial government bodies.

(d) Individual employers in attempting their own evaluations, have arrived at varying and different sets of qualifications both from within one country and as between countries abroad. Several different qualifications from the same country are often accepted as the equivalent to North American qualifications.

(e) Many libraries place consistent emphasis on U.S.A. or Canadian citizenship qualifications. Some do not. Some States, Provinces and municipalities have more rigid citizenship qualification requirements than other.

(f) Hiring of overseas librarians, their grading and advancement, appears to be very much dependent on the individual employment tradition of each institution.

(g) Overseas librarians from non-English-speaking countries appear to face more difficulty than from English (or English and other) speaking countries.

(h) Only three institutions which answered the questionnaire employ any standardized test of English proficiency.

ANNEX I

EMPLOYMENT OF FOREIGN TRAINED LIBRARIANS IN THE U.S.A. AND CANADA

This questionaire deals only with the policy of your institution with regard to librarians trained overseas seeking professional posts in your library - i.e., those who are not graduates of an ALA accredited Library School.

1. Number of full time professional posts for librarians in your library in budget for fiscal 1969: _____

2. Do you at present employ overseas trained librarians (non-graduates of ALA accredited schools) in any full time positions?

Yes_____ No_____

3. How many different staff categories do you have in which you place overseas trained professional librarians: (Please Check)

One_____ Two_____ Several_____ None_____

Give details if possible:

4. Indicate your title designation for such categories and salary range:

5. Do you have a stated policy for employing overseas librarians?

Yes_____ No_____

Please explain briefly (or attach a statement)

6. Do you appoint overseas librarians in any of the following short term positions?

	Yes	No
Visitors (e.g., one week to 3 months)	_____	_____
Trainees (sent to you by a government or other agency)	_____	_____
Interns (recruited by you for a fixed study period)	_____	_____
Specialists (engaged for a set period to provide a particular service)	_____	_____

Other:

7. What is the basis for making decisions not to employ overseas trained librarians?

Unable to grant a personal interview _____
Do not meet ALA standards _____
Do not meet your own standards _____
Lack English language fluency _____

Other _____

8. Do you accept more overseas librarians who appear in person seeking employment than you accept those who simply write you a letter?

Yes_____ No_____

Comment:

9. Are the criteria used by you for selecting overseas professional staff entirely within your control, i.e., could you appoint anyone to a professional library post regardless of where they were trained?

Yes_____ No_____

If no, by whom are the controls imposed?

Government regulations _____
Professional associations _____
Unions _____
Other _____

10. Which of the following cases would you accept most readily?

Candidate on a student or visitors visa? _____
Candidate on an immigrant visa? _____
No preference? _____

11. Standards for Equivalencies

Professional Training: Are there overseas professional library qualifications which you accept automatically as equivalent to the accredited BLS - MLS?

Yes _____ No _____

Please specifiy country and qualifications.

Work Experience: Do you allow credit for work experience abroad

- on same basis as North American professional graduates
  Yes _____ No _____
- on different basis from North American professional graduates?
  Yes _____ No _____

Language Facility: Do you allow credit for language proficiency to overseas librarians

- on same basis as North American professional graduates?
  Yes _____ No _____
- on different basis from North American professional graduates?
  Yes _____ No _____

12. Do you use any standardized English proficiency test in employment of candidates from overseas?

Yes _____ No _____

If Yes, which one?

If No, do you use any other form of testing English profiency?

Yes _____ No _____

13. Staff Training

Do you carry on an active staff development program for the partly qualified overseas librarian designed to up-grade:

(a) Academic qualifications by attendance of courses on:

(i) Library time Yes_____No_____

(ii) Own time Yes_____No_____

(b) Librarianship qualifications by attendance at an accredited library school on:

(i) Library time Yes_____No_____

(ii) Own time Yes_____No_____

(c) Other provision?

14. Do you provide financial assistance to staff members to upgrade professional qualifications?

Yes_____No_____

15. General Policy

Does the equating of training and experience of overseas librarians present a difficult problem to your institution?

Yes_____No_____

Comments:

16. How many cases of determining equivalencies of overseas professional qualifications have you had in fiscal 1969?

_____

17. Do you feel this matter is a critical one for the North American library profession.

Yes_____No_____

_____
Name of Person Completing Questionaire

_____
Position

_____
Name of Library

_____
Address

_____

October 30, 1969

A number of invitations to participate in the Detroit 1970 ALA Pre-Conference Institute will be available. Do you wish to receive an invitation?

Yes_____No_____

An affirmative answer does not mean that you will automatically receive one, since attendance must be limited to approximately 100 persons, but every effort will be made to accomodate those who have helped in this survey.

Discussions

J. C. Harrison: Dean Lancour sends his apologies for not being here. He is in Nigeria acting as External Examiner for the Institute of Librarianship at the University of Ibadan.

Without wishing to steal any of Mr Piggford's thunder, his excellent questionnaire does give us the kind of information that we have never had before. One looks down that list and notes that some of our oldest and most respected accredited schools have only two or three foreign students. Why is this? The problems raised by Dean Lancour concerning special programs and special provision for foreign students would seem to be quite meaningless in the case of so many of our schools with only three, four or five foreign students. It came as something of a shock to me to find that the problems appear to concern only a minority of schools anyway. In many cases it would seem that two or three foreign students may have drifted into our schools. They may be from different parts of the world and have nothing in common other than the fact that they are from different countries and they happen to be in North America for a year or two pursuing some program of professional library education.

So, although on the surface there may seem to be nothing with which we would disagree in Dean Lancour's paper, I wonder about the things that are being said and done and thought about in the corridors of power of some of our library schools when foreign students are being considered. Do we really think that it is advantageous to the students concerned, to the countries from which they come, to the United States and Canada, to the library schools themselves and to their faculties? Do we really and

honestly believe that all this brings advantages to what we so glibly call "international librarianship"? If we do, then let's ask ourselves why after so many years so obviously most of our schools have done little or nothing about it, judging by the figures in Mr. Piggford's questionnaire.

Is it true that most of our schools do not wish to, do not have the ability or the interest really to provide for foreign students at all? This is rather my feeling. Maybe the United States and Canada should have a small number of schools into which we should try to get the best foreign students. Then let the rest of the schools follow what they have been doing for so long, having a kind of token admission perhaps some kind of accidental admission based on who chances to apply there.

Nasser SHARIFY. I am now being bothered by the term "international librarianship". To me it is now seeming to suggest a type of a different education, an education for a different type of people. I don't want to label "international librarianship" as something that will give the feeling that we are going to serve or help any other nation but our own. Indeed the contributions of foreign students to this country, as I see it, are as much for ourselves as for their countries. It is not on a charity basis. We do not take somebody from a given country, educate that person and make sure that they do a particular job as we dictate it.

So on this point then, everyone is an international librarian in terms of the nature of the profession, but we should discuss it in terms other than AID, UNESCO and servicing other countries. We are trying, in North America, to develop a good library education for ourselves. An ingredient of this, perhaps is the foreign student; but, if you decide it is not, then it is not.

Roland R. PIGGFORD. With a paper of this type there is little that can be done except to summarize the statistics as they are presented to you. Dean Harrison has asked why some of the oldest and most respected programs have so few foreign students and I might reverse this by asking why certain institutions seem to have so many. Pittsburgh has a long-standing committment to international programs, university-wide as well as in the library school. Hawaii, I would assume, similaraly as well as its proximity to the Asian mainland. C.W. Post perhaps because of its proximity to New York. Toronto may have somewhat easier immigration requirements because of Canada's Commonwealth membership. Albany is one of the few institutions that grants a blanket tuition waiver to all foreign students. Very few grant this high financial responsibility requirement.

Frank HOGG. It is clear to me that this conference has been called to some extent because of the difficulties of entering the United States and the fact that many of the students, on arrival, prove unsuitable. Yet the size of the problem doesn't

appear to be delineated here. One question which might have been asked, for example, is how many applications are received from overseas. One way of tackling the problem might be having a group of experts on countries so that applications from these countries could be channeled to the particular experts already in the United States.

Nasser SHARIFY. This was the reason for establishing the resource panels for different countries and regions. Once we have the complete world coverage these panels would serve as a channel for questions in the whole area of library education.

Robert BURGESS. First, I would like to go back to Dean Lancour's paper in which there is an assumption to which Mr. Piggford's paper gives a final death blow. This assumption is that that our purpose in admitting students, for the most part, was that there was a need at some other place in the world for the service of these students.

Second, I would like to differentiate in a way that their own - or their parents - financing and those financed by some foundation or government, either theirs or the U.S. I think that experience shows that those students under their own financing do not go back whereas the others have committments to honor and jobs to go back to. This was my experience with Korean students; we sent 40 librarians to the United States to study and never lost a single one.

NOT IDENTIFIED. The most desirable situation, it seems to me, is for the basic education to be received at home, where facilities exist, and advanced work to be undertaken abroad. The courses in local schools are usually designed to meet the local, cultural and social situations in which the work will be done. For the advanced stage then going abroad would be useful and could add something to the dimensions of library programs in the United States.

J.C. HARRISON. The last two speakers have raised important points. What is being suggested is that in certain countries a local school would give an agreed basic professional qualification to meet the needs of that country. Then, at a later date, a somewhat select minority might be sent to North America or Britain or elsewhere to obtain a higher qualification. If this view is widely and generally accepted, then clearly the number of foreign students coming to this country will be much reduced.

We would still be left with those referred to by Mr. Burgess who have as their real purpose immigration rather than simply study. In fairness, some of our best students at Pittsburgh have been those who have financed their own studies and then returned home, whereas some who have come under the authority of their own Government or an American foundation, have shown the greatest reluctance to return. I realize that there may be political problems involved in some cases. However, we musn't lose sight of Mr. Piggford's figures, and despite the shining examples of those students who do go home, we do have 60 or 70% of our foreign students coming

from countries to which in most cases they are not going to return. They are not going to make any contribution back in their own country.

MATTAS. I would like to suggest to Mr. Piggford that it would have been helpful if his tabulation had been in two groups, one for the accredited and one for the non-accredited schools. Maybe the question could be raised about the admission requirements in some of the non-accredited schools. Maybe some students were refused admission by accredited schools but accepted at non-accredited institutions?

H.C. CAMPBELL. I think that the most critical readers of the publication of this session will be outside the United States, so I would like to make two observations for Mr. Piggford. First of all the 20 schools that you said had a policy not to take any foreign students should be included in your tabulations because theirs is a definite policy which should be taken into account. Secondly, although you said you have excluded all Canadians from U.S.A. returns and all U.S. students from Canadian returns, are you sure that your respondents did ecclude them? I think that we should get the total picture and see the interaction of Canadians in the U.S.A. and U.S. students in Canadian schools.

Now, coming to Dean Lancour's paper, I would say that he made two basic errors in his conception of the role of library schools in North America. The first is his conception that librarianship is equivalent in all nations and that there is no

actual distinction. I would fundamentally challenge this. We are dealing with the North American market and the North American professional requirements and particularly with the North American goal of librarianship as developed in professional schools. We are nowhere near the interchangeability and so-called equality that he may suggest. The goals of the American library schools are still basically concerned with training people for employment in North America.

Secondly, I think Dean Lancour should look at the problem of the library schools themselves and their faculties. He mentions some of this, but surely the nature of the library school philosophy in the program has to be developed and clarified from the point of view of the interaction of the schools themselves within North America and their interaction abroad. I think we have to get the policies of the schools in dealing with their professional goals and training.

Finally, while he talked about the overseas student in the library schools, this is not the whole area of professional education. It is quite apparent that in continuing education and various forms of retraining, information science should be included in any real discussion of education for the library profession.

R.S. BURGESS. How far, Mr. Piggford, will your figures of this year be true for next year? I think that they will be quite different for our institution, for example.

I. LIEBERMAN. I would like to comment on Mr. Piggford's reference to the University of Washington, on page 5 of his paper. This requirement of admission one year after completion of the undergraduate degree does not apply to students in countries where English is the national language. But we find that students in their senior year begin applying for library school abroad. We would prefer that after getting their degree, they take a job in their own community but where they are using the English language, and then apply to Library School at Washington.

On page 5 of Dean Lancour's paper, I wonder why there is such an emphasis on the matter of the bachelor's degree versus other types of admission. It almost reads as though this is a mistake on the part of North American library schools. Yet we have to operate within the framework of the North American educational scene. We receive many enquiries from Africa from those holding the West African certificate. They have to be told that we require a bachelor's degree for admission. There may be other library schools who could accept them with their certificate but we cannot. It sounds, on page 5, that Dean Lancour is saying that we shouldn't exclude them.

J.C. HARRISON. I really think that Dean Lancour is simply pointing to a situation that has existed for some time and is still a problem today. For example, there was the problem in Canada in the 1950's with British librarians who came there with a professional qualification but lacking a university degree. This is still true

today of some librarians from Britain and West Africa; although the situation is changing in both places there are still those without a degree and perhaps there could be some revision of policy in their cases.

Papers Three and Four

H.C. CAMPBELL. It was agreed by the organizing committee that a fact-finding study complementary to Mr. Piggford's should be carried out in the form of a questionnaire to libraries in North America directed mainly to the larger libraries, both academic and public, who it was thought would have been more likely to have had to consider this matter. There are many ways in which to analyze the problem of employment of foreign trained librarians in the U.S. and Canada. The one favoured by the Committee was followed and it has produced a quick and rough summary of the present position. Please bear in mind then that other approaches could have been taken and it is probably important that the Library Schools themselves give some leadership in the design of useful studies in this field, if they are necessary.

The Report on the questionnaire shows the basic scheme of the nature of the hiring policies and practices. I would like to make a few observations as we were trying to find out how decisions were made in the employment of librarians and one of the questions which was designed to try and elucidate this was, what standards libraries had in evaluating for acceptance, foreign trained staff.

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This, of course, turned out to be a highly subjective matter. I think the very significant answer turned out to be that there is such a wide range of individual variations on the evaluation procedures of North American institutions.

Looking at the institutions themselves in a sense, starting with the large public library systems, I think we would find a growing use of non-U.S. nationals both in the clerical and professional area. This applies to the urban universities too, and is determined by the simple fact that the city attracts such people. Also it is these very libraries which have the collections requiring a diversity of language skills. My own city, for instance, buys books in about 60 languages. We will always be requiring such people and they will not be coming from the Library Schools of North America. This trend will also continue as we continue to receive growing numbers of people from developing countries into North America.

Another point I would like to bring up is that large libraries, both academic and public, have developed contacts outside North America. This has strengthened their position as employers in the international market and this trend is likely to continue. There is also growing, especially in the large public libraries, a whole new system of exchanging staffs on a short or long-term basis. I have prepared a short report on this for the International Association of Metropolitan Public Libraries which is attached to my report for this conference.

G.A. MARCO. On page 4 of your Report you show 81 libraries employing overseas librarians but how many such librarians were there and what countries do they come from?

H.C. CAMPBELL. Those questions were not asked. It was felt by the Committee when the questionnaire was designed that it would not be really useful to tabulate the cases that would be revealed on this sample basis. This is the sort of thing that could be asked if further studies are called for. All that was asked was, do you at present have overseas non-A.L.A. accredited librarians on your staff. It also came out that there are overseas trained librarians in full-time positions but not necessarily in positions classified as professional. This is a matter which might profitably be investigated further.

Having run this survey it was clear that I should have preferred another approach which would have brought us closer to what I call the real migrant flow. We could also examine further the functional concept, already in operation in some of our libraries. This functional approach whereby say the head of a Spanish language branch library service in the United States, might be employed on criteria other than academic, also has international implications. Such a person, just described, could well compare functionally with someone working in a library in Spain and equivalencies could be determined by jobs and responsibilities.

Another point I would like to make arising from the survey and the discussions here concerns the problems faced by the Library School in dealing with foreign applicants. The Schools could consider simply turning these people back to the large libraries, which obviously are hiring foreign trained staff, and say "serve a year or so in these institutions and then resubmit your applications". This interaction between the large library employer and the Library Schools might again be something to investigate. To actually work in a large library can be almost as beneficial to a person from another country as taking the set course. It might also help to solve the apprenticeship syndrome which still affects the approach of librarians in other countries.

I. W. HARRIS. How does this group feel about the employment of the foreign graduate from an A.L.A. accredited program?

H. C. CAMPBELL. It was assumed for the purposes of the questionnaire that such people have been assimilated into the North American library profession by being graduates of an accredited program. As far as Equivalencies and Reciprocity is concerned they have been legitimized.

J. C. HARRISON. How have we defined a "foreign student" for the purposes of answering this questionnaire? At Pittsburgh we describe all students who are not U.S. citizens as "foreign students".

N. SHARIFY. In terms of educating people, what is important is their background and their culture, rather than any piece of paper. For example, an Indian with a permanent residence visa in his hand is not an American in terms of educating that person.

R. R. PIGGFORD. Each school has interpreted it in its own way.

M. SYWAK. If we go by culture alone many of our black and Appalachian students would qualify. So you have to go by citizenship and not culture.

G. MARCO. I do think that we need much stricter interpretation of terms if we are to try to categorize people. I had certain difficulties with interpreting the Campbell report for this reason.

H. C. CAMPBELL. I was asking for foreign training which tried to get round the problem in that you could be foreign but educated in North America. This matter is important in that in so many cases, especially in the United States for instance, in equivalencies in granting certificates this whole question of terminology and definition is largely glossed over. So I think that there should be these definitions which can find their way into the legislation.

J. P. DANTON. I agree and here are two quick examples. How do we regard a person who comes to the United States after the first 20 years in another country and then has been here say 40 years knowing English better than his former language and is completely acclimated, culturally and every way possible. Then we have the person who takes out U.S. citizenship immediately on completing five years residence. It is ridiculous to regard him as anything other than the same person for this kind of statistical counting.

C. H. CURRIE. There were items I agreed with in Mr. Buckman's paper but I receive 300 letter a week from people overseas enquiring about employment in Canada and have found that employers are not prepared to accept anything other than statements of qualifications on pieces of paper.

T. BUCKMAN. I don't know how you can solve this problem short of changing people's attitudes. What you describe sounds a rather rigid bureaucratic approach to the placement of foreign librarians. Maybe you already have some mechanism in the Canadian Library Association to bring this issue before the people who make these decisions. Maybe you could have an institution to at least start by raising the issue and discussing it.

E. MITCHELL. The International Relations Office of A.L.A. also receives a great many letter from overseas asking for assistance in finding employment in American libraries. Often these letters are not written in English which does not encourage me to think that the writers would be very useful assistants in U.S. libraries if they cannot write a letter in the language.

In the same mail we are also getting many letters from U.S. librarians eager to work abroad. Many of them are recent or even potential graduates. I think that we should encourage them to have several years of experience in -U.S. libraries before they pursue their international interests. They could also develop their language skills at this time.

R. S. BURGESS. May I ask Mr. Buckman how he would reply to the 300 letters a day which were referred to by Mr. Currie?

T. BUCKMAN. You must remember that I was speaking on an idealistic plane. Maybe my remarks indicated some kind of all embracing plan whereby we would try to place every foreign librarian who wants to come to the United States. Obviously that is neither possible nor desirable. I was speaking about the great benefits that I believe can accrue from having properly motivated, first rate professionals in our midst. Many of the 300 writing to C.L.A. and the unnumbered writing to A.L.A. want to come to these countries for

peripheral reasons. I think that this is where judgement come in in trying to assess people on their merits. It might be possible to arrange for local interviews by people whose judgement you respect, for those few who do look good prospects on paper.

R. S. BURGESS. I think there are two different assumptions here. One is for the person here temporarily who would go back to his own country. The other is for those persons for whom placement is a means of achieving permanent residence and citizenship.

T. BUCKMAN. I wouldn't insist that the well qualified overseas professional must somehow prove that he is going to make a contribution when he returns, if he does return. This has to be a personal decision and not on I should wish to monitor even. A recent study on the "brain drain" seemed to have reached the conclusion that it is an obligation of the country of origin to provide the proper rewards for these people so that they would come back. But it isbeyond our capability to do this.

N. SHARIFY. You cannot really dictate the destiny of someone just because you have given him one year of education. We don't own these people any more than we own, for example, scholarship holders who are required to work say six or twelve months after graduation, but then after that they are free. So it is very hard for educators to go beyond the function of education which is giving a good education to a selective group of people. Select them how you will. As you select U.S. students, select foreign students and give them all the best education you can and it will not be lost.

We should emphasize the universality of approach. The world is small and in working together we are working with the literature of the world and we have to manage it no matter where we are. If an African compiles the best bibliography on Africa which is used everywhere in the world, including Africa, he has made his contribution. It then becomes up to him whether he makes his home in say, Pittsburgh, or in say, Mali.

S. MATTAS. We should remember that librarianship in common with other professions does have certain standards which have to be followed. In North America there are accredited and non-accredited programmes and this should be made clear to foreign students.

R. Gitler. I speak both from the standpoint of library education and library administration. We may have 50 accredited library school programmes but there is a wide variation. The problem of the schools in these United States is which school the person comes from. The same can be applied to programmes operating outside North America.

N. SYWAK. I speak of my experience with directors of small libraries scattered in suburban areas serving populations not much larger than 25,000. I have seen no prejudice whatsoever towards foreign applicants, either American trained or foreign trained. There are, however, three priorities which these directors look for. The first is the basic one of English comprehension for those for whom English is a second language. Second, the cultural background may be limiting in such areas as general reference work. Third, the personality problem which can affect those working in a different cultural situation from their own. But I have, of course, seen many foreign students placed and working well.

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The individual presentations by Chairman of the Country Resource Panels and the subsequent discussions, have not been included. They were mainly concerned with points of clarification and interpretation. Any new points advanced were discussed in the Concluding Discussion (see below).

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Concluding Discussions

N. Horrocks. Unfortunately my co-rapporteur, Mr. Piggford, has had to leave but we have prepared for you a listing of the 18 points which seemed to us to have arisen from the circulated papers, fact sheets and discussions. They are in a form of verbal shorthand or telegraphes so that they could be reproduced for circulation at his Institute. I should be happy to receive now further comments or clarifications.

Summary of Discussions

1. Library schoold have generally been regarded in favor of international librarianship. In view of the statistics in the Piggford survey, how much of this is "lip service".?
2. The Piggford statistics are now out of date. Should this Committee collect them each year to enable trends to be examined?
3. Should the definition of a foreign student be clarified and if so, in what way?
4. Should U. S. students in Canadian schools and Canadian students in U.S. schools be listed, perhaps separately?
5. Should the distinction be made in the statistics between "officially assisted" and "privately financed" students? The implication is that the former group tends to be more likely to return home?
6. Should the 20 schools who will not take foreign students be identified?
7. Similarly, the schools not responding to the questionnaire should be reapproached to obtain their viewpoints.
8. Should separate tables be provided for accredited and non-accredited programmes?
9. U.S./Canadian schools are still geared essentially to preparing students for employment in libraries in these countries. Is a change in philosophy needed if they are to meet the needs of foreign students who do plan to return?
10. If the labor market for U.S./Canadian librarians is changing to make it difficult for studentsnow graduating to find positions, should

schools now restrict admission to only those overseas students with special skills? See especially the problem of students from Taiwan, Korea and Hong Kong.

11. How useful and relevant are TOEFL, G.R.E., Michigan tests for admission purposes?

12. Do accredited and non-accredited schools have different admission standards? (This is included to clarify the situation rather than to make any critical implication.) Are overseas students made aware, before arrival, of this distinction between accredited and non-accredited institutions and how this might affect their status?

13. The Campbell survey is one approach to the employers' viewpoint. Other methods might be desirable and helpful. Should this Committee or the schools themselves conduct additional surveys and if so, along what lines; e.g. are functional criteria significant, what is the flow of migrant librarians into the U.S. and Canada, etc.

14. Are there special areas of library service where a particular language qualification might be very significant, e.g. Spanish for cities with large Spanish-speaking populations?

15. Should employers and schools cooperate by accepting jointly, overseas students and librarians? This might involve some aspects of the apprenticeship method favored in many countries.

16. What are the implications, if any, for U.S./Canadian librarians of the INTAMEL survey reported as an appendix to the Campbell survey?

17. Should all hiring policies of foreign librarians be based on pragmatic considerations rather than any strict evaluation of credentials? Is this practicable in areas where there are state or provincial regulations affecting certification policies?

18. What is the future role of the Country Resource Panels?

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R.S. BURGESS. I am not sure what we meant in point one by "international librarianship".

N. SHARIFY. I agree it is a loose term but in this context I take it to be the foreign student dimension and not the contents of the education.

N. HORROCKS. There would probably not be an agree definition of the term as used in all 50 schools but in point one, it was used in the context of the title of this Institute - international library manpower.

M. GELFAND. Has anything been raised in the discussions about making a survey of how effectively these foreign librarians are operating in libraries in North America?

N. HORROCKS. No.

J.P. DANTON. Has anybody yet made a solid, scholarly study of how effectively American graduates of American library schools have performed in American Libraries?

D.K. BERNINGHAUSEN: I would like to have point 9 clarified please.

N. HORROCKS. This was based on observations made by Mr. Campbell in which he made the point that in his opinion North American Schools were geared to preparing their students for working in the libraries of North America.

R.R. BURGESS. How can points 1 and 6 be reconciled?

N. HORROCKS. If the answer to point 1 is yes, library schools have offered "lip service", point 6 could be regarded as supporting evidence. The policy of the 20 schools referred to could of course change at any time in the future as could that of any school.

M. GELFAND. On point 12, in addition to possible different admission standards I wonder if we do enough to apprise the foreign student of retention standards, what work has to be done at what level to complete the degree requirements.

N. HORROCKS. Point 12 came out of the discussions in which it was at times implied that in some way, unaccredited schools would accept foreign students with lower educational qualifications than

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would the accredited schools. There is no proof of this that was brought forward and it was listed simply to bring the matter into the open. I think that I would assume that a non-accredited school working towards an accreditation visit would have standards at least as high as those of the presently accredited programme. Although accredited schools themselves have varying ranges for bachelor's degrees, GRE examinations, language requirements etc. On the second part of point 12, several of us have had experience of meeting students with MLS degrees taken in non-accredited had not been explained ahead of enrollment. Not all of such cases have been foreign students, though.

G. MARCO. I would like to suggest one addition to the points listed. There are certain schools which for a variety of reasons have a special interest in or affiliation with a certain country or area. It might be a good idea to have these listed as a guide to students.

N. SHARIFY. Perhaps a given country would not like to have all of its professional librarians trained in the one school. Another factor is the mobility of personnel in library schools in the Unived States which would affect any such listing.

I. LIEBERMAN. I am worried that the list of points headed "Summary of Discussions" being misinterpreted by those not at this Institute. These are simply points that have been raised rather than university-wide regulations affecting foreign students and so these matters are university policies which the library school has to follow. On point 8 and other comments at this institute I am a little worried about this distinction being made by us. Admittedly we are the Library Education Division of A.L.A. and accreditation is an A.L.A. matter. However it is rather important that we concern ourselves overall with library education, whether or not the program is accredited.

N. HORROCKS. Your point is taken but this institute is concerned with employment and placement not just education. And in matters of placement there areas in both the U.S. and Canada where you are classified according to whether or not your degree was from

an accredited program.

M. GELFAND. Can we not develop these country resource panels to give advice to foreign students?

J. C. HARRISON. I would like to support this idea with the panels working closely with A.L.A. or some other central agency.

N. SHARIFY. These resource panels would be only advisory and any dean could either accept or reject the advice given. We need to publicize their existence to reach the people who could use their services if they knew what was available.

Banquet Address
by Sir Frank Francis

at

Pre-AIA Conference Institute on International Library Manpower, Education and Placement in North America.

Detroit
June 26-27, 1970

It was said of a well-known politician that when nothing remained to be said on a subject, he unfailingly got up and said it. I feel like that. It seemed to me, as I sweated blood, over the question what I was to say to you this evening and how I could possibly say anything that had not been or was about to be much better said by others than I could possibly say it, that I was on a pretty sticky wicket.

But I forget: you don't know what a wicket is - to say nothing of a sticky wicket - any more than I know what a two run triple is, or even a homer. I can never remember where the Saints, the Mets or the Twins belong (if "belong" is the right word) and I'll bet there are very few of you here who know, or care, what football teams in England are represented by the names Spurs, Hammers or Toffees. And yet the attentions and the enthusiasms of hundreds of thousands of people in our respective countries are engaged daily or nightly in the gladiatorial activities of these very highly paid public performances.

Are not the differences in our daily interests and activities and the difficulties of communication about them basically what this Institute is all about? We are all human beings yet the divergencies of our characteristics, of our outlook, of our

predilections are innumerable between us, as individuals and as national groups. It is entirely desirable that it should be that way, that we should remain individuals and that our countries retain their national characteristics. With the expectation of course that we can come together from time to time as individuals and as representatives of different cultures, in areas of common interest and engage in an informed and fruitful dialogue.

There are of course pitfalls even when one might expect complete understanding. There is the Anglo-American story of the young American professor on a sabbatical, who paid a visit of respect to a distinguished don at Oxford, whose name and reputation he was familiar with. The don was rather old ans somewhat deaf. "And what do you teach, young man?" asked the don. "Business ethics," replied the young professor. "I'm sorry" said the don, "I didn't quite hear you." "I teach business ethics," repeated the young man, to which the distinguished Oxford man replied: "Do you know, I must be much deafer than I realized. I keep on thinking you're saying business ethics"!

It can be taken as almost a basic fact of life that librarianship is truly international. That is, its philosophy, its objectives,

its practives and its methods are universally understood and broadly speaking generally accepted. The professional literature of one country deals with subjects and problems which are familiar and readily understood in another. There is nothing about it of the catchpenny, wishy-washy sentimentality that sometimes characterizes political internationalism. Librarians moreover are serious about their profession. They are not like the inattentive young man, of whom it was said that such time as he could spare from the adornment of his person, he devoted to the neglect of his profession.

Given, therefore, the seriousness and the internationalism which is typical of the profession, it is understandable that there should be a good deal of commerce between librarians from the various nations of the world. This is dearly demonstrated by, for example, the growth in the number of participants at the annual meetings of the International Federation of Library Associations (IFLA) and in the cordiality which characterises them. Equally we should expect that library schools should be readily hospitable to students from different countries and that it should be easy for a librarian from one country to seek employment and offer any special skills he may have in another.

Yet the fact that the Institute is being held at all highlights the fact that despite this apparently favourable situation, all is not quite so easy and straightforward as we might think. There are many aspects of international co-operation in this area which need to be re-examined in the light of experience and taking account of modern circumstances. There are both theoretical and practical problems to be taken into account. That is why Dean Sharify is to be congratulated on his enterprise in calling this Institute, and why we should value this opportunity of bringing the difficulties and problems out into the open.

It is always dangerous to generalize from limited experience and it is still more hazardous for me, an outsider, to risk opinions which are not based on any direct experience at all. I can only plead that the subject of international relations in the library field fascinates me and that I feel deep concern over the need to pass on to less privileged areas of the world, the best and the best thought out advice about the intellectual equipment which the librarian of tomorrow will need in carrying out his important assignments.

Some of the practical problems which stand in the way of the realization of our ideal of the internationalization of library education and reciprocity in employment as between nations are not difficult to enumerate. So far as library education is concerned the most obvious problems are those of expense and language. It is a truism that distances between any two places on earth can be measured in hours instead of days or weeks - or even months - as they once were. But the cost of the long-distance travel continues to interpose barriers against easy personal contact. Means of meeting this problem, however, especially as it affects visitors to the United States have been found in the generous aid provided by the U.S. Government, by foundations and others, by such international bodies as Unesco and also by foreign governments for their own nationals. The problem of language and communication is not so easy to deal with. Apparent fluency in English or the other European languages often conceals deep seated difficulties of understanding. Students attending library school are plunged into a new and, doubtless in many cases, puzzling environment. The contents of the courses they attend may involve much that is unfamiliar and that seems unreal and of very doubtful value in the environment from which they come. It must be

remembered that it has generally been assumed that, as the students, from whatever country they come, are participating in an accepted course in education, they have to meet the regular admission requirements as the native students. Little or no attempt has as yet been made to modify courses to meet the needs of such students or to provide special auxiliary courses for them. Puzzlement, anxiety, loneliness, and occasionally even hopelessness may be the lot of any student from a foreign community. Moreover, the environment in which the student finds himself may be not only unfamiliar but may be characterized by conditions and values which are wholly inappropriate in terms of the local possibilities in the country from which he comes. In this connexion it is open to question whether the much more restricted and restrictive conditions in which local and European school function may not by more appropriate for students from communities where resources are much more limited than those in the United States.

When one begins to assess the problems which students have to face when they enroll in library schools in foreign countries one is tempted to wonder whether the time is not ripe for a very careful re-examination of the current state of affairs.

I do not suggest that we have anything to reproach ourselves with. It is indeed rather a matter for gratification that we have been ready to extend to foreign students the use of facilities for library education as they existed in our own countries. If there is any fault to be found it lies in the generous disposition of the schools to make their resources as widely available as possible and in the very natural anxiety on the part of students - and often also their governments -- to make themselves familiar with the latest and most informed state of the art they hope to practice. I have no doubt that in many cases the results have been most successful, and students and schools have profited greatly from new points of view, a widening of horizons and a greater understanding of the reach and the purposes of library activities.

It is however clear to me that we must take a closer look at our practices and an examination of the needs of students, especially from the developing countries. Much more is at stake than equivalence of qualifications. The schools are training today the librarians of tomorrow and as we all know the demands likely to be made on the library profession will require responsiveness not only to the traditional taske of libraries, but to a whole range of what have been called,

in high-falutin' terms, avant-garde approaches to the use of communications technology and to much more extensive social responsibilities. The whole forms a subject to which IFLA (the International Federation of Library Associations) might be asked to give urgent study. There has been for sometime a growing feeling that elementary library education is best given locally, in schools in the country to which the student belongs, and that it is perhaps at the informed and sophisticated post-graduate stage that foreigh study may be most productive. Even so, careful planning of the composition of the courses with the special needs of foreign students in mind would be desirable.

The establishment of one or more international schools of librarianship has been suggested, doubtless with some of these considerations in mind. There are doubts, however, whether this could be satisfactorily achieved at the present time and whether it really provides the solution to the problems I have mentioned. What, it seems to me, is likely to be more valuable, at any rate in the immediate future, is the setting up of international schools or seminars <u>for the teachers</u> at library schools, such as has been done and I believe will continue at Copenhagen in Denmark.

The other problem which is in the agenda for this Institute, and which has been the object of a study by Harry Campbell is that of the employment of foreign trained librarians, in this country and Canada. The findings of this study would be, I feel sure, widely applicable. I cannot say much on the subject of the equivalencies of library qualifications. I have never, I am afraid, treated this matter with the seriousness which is its due, and I have a very open mind about it. I am not only aboue the battle but may very well be beside the point.

When it comes to seeking temporary employment in another country, to enlarge one's experience or for some other specific purpose, one comes up against official employment policies, adopted largely, and quite understandably, for the protection of nationals. I can recall, from my own experience, how utterly frustrating it is for a library official who would be very glad to find a temporary place in his library for a foreign student, a professional who wishes to spend a few months in a foreign library to extend his or her experience and who can, in doing so, give useful service in return, to be told that it is quite impossible unless the foreigner can be shown to be offering skills that are not locally available. I have always held the view that great libraries and in my case specifically the British Museum have much to offer professional colleagues

and that they have a duty to make themselves available, within reason, for educational acitivities of this kind. The stratagems that are sometimes adopted to make it possible to give hospitality to such temporary sojourners only add to one's irritation. This again is a matter which would repay careful study by a responsible international organization.

There are other problems in the employment of foreign nationals which are not dissimilar from the difficulties I have already mentioned in the case of students in the library schools. But they pale into insignificance beside what often seems like intransigence and sheer obstructiveness on the part of public bodies and sometimes even of public officials. William Hazlitt had no doubts about this problem. "Public bodies, " he wrote, in typical caustic terms, "are so far worse than the individuals comprosing them because the official takes place of the moral sense." Elsewhere he added, "Age does not improve the morality of public bodies. They grow more and more tenacious of their idle privileges and senseless self-consequence."

I realize that I am generalizing all too readily about matters on which I am much less well informed than every single one

of you. I apologize for doing so and for painting a rather lurid picture of what I am sure are in many cases very happy arrangements for the library education of foreign students. Yet I do feel an anxiety about our approach in general to this aspect of our professional work, especially as it concerns students from developing countries. What follows deals with some considerations of a theoretical rather than practical nature, but which are in my view of outstanding significance in our attitude to this and to other related questions.

It has been generally accepted as self-evidently true that books and libraries are a "good thing", and that they have an important part to play in helping the advancement of emergent nations. This view has been endorsed quite recently by a meeting of Unesco experts on Book Development in Africa, which asserted that "education is a basic investment for development and that books in turn are a basic tool of education." We should surely not be disposed to disagree with this sentiment. Yet it is important for us to ask ourselves how we should interpret it. Does it mean as has apparently often been assumed in the past that we should simply attempt to transfer western ideas and western

type institutions to other countries? Or ought we first to assess carefully their suitability? It may be we shall have to undertake some fairly radical re-thinking about some of our preconceived views. There is growing belief that this very delicate question needs far more thought than seems to have been given to it.

It is inevitable that as so much of our thinking and writing about libraries and librarianship has originated in Western Europe, we tend to think of libraries as they have grown up in Western Europe. The Bibliotheque Nationale, the British Museum, the Vatican, and national and university, and town libraries throughout the European countries, are indeed marvelous repositories repositories of the hand-written and printed riches of the great thinkers, writers and artists of the past. They represent a glorious human achievement for which we are and for which posterity will be, continuously grateful. Such libraries are matched both in intention and achievement by a number of libraries in this country. However, with the impact of the information explosion and the insistent demands of scientists, technologists, and businessmen for special services, even in these institutions we have learned the hard way that libraries great and small cannot be merely storehouses; they are living institutions and they are

having to re-plan their thinking and their activities to enable them to fit into the modern world. They are now expected to earn their place in the society in which they have their being; this becomes especially true as the horizons of librarianship expand from the local national to the international scene.

One recent writer on this subject, Mr. John M. Thompson, Secretary General of the World Confederation or Organizations of the Teaching Profession, urges a re-evaluation, a re-justification, of the role of the book in cultural advance and suggests that a sharp distinction should be drawn between books which contain information required for economic, technical and social development, and books as vehicles for the spread of culture - it should be noted, in parenthesis that culture is itself a misleading word which needs to be defined within the context in which it is used. Mr. Thompson suggests that our natural pride in the value of libraries within our culture may give rise to unsupported assumptions about their value in other cultures. Such critical appraisal is of relevance to my belief that we librarians have to see our work in terms fo service and not of institutions, planning our activities on the basis of a sensitive assessment of each

particular situation. It is desirable, I believe, that we should do our utmost to help to stimulate and develop the cultural identity of the developing countries in terms of modern life. A perceptive reviewer in the American magazine Science, puts the matter rather more brutally: "It may be that before we overrun the rest of the peoples of the world with our "Western" civilization we would do well . . . to try first to understand those people, and let them understand us (if they want to)." These are strong words, but they present us with a timely warning.

The characteristic illusion of the possibility of "instant development" has led only to frustration and disappointment; but if this illusion can be dissipated and a more informed approach made to the problems it should be possible to look forward to a great enhancement of library services in the developing countries by the end of the century.

The development of library services should, I suggest, when possible, be associated with useful or potentially useful social activities. I think particulary of the agricultural information centers in Latin American several of the countries of Africa and India, connected with the application of scientific research and development centers

based on demonstrably successful practical programmes, becomes associated in people's minds with a rewarding activity.

What should clearly be avoided, at all costs, is a continuance of the idea that aid should merely serve to impose on developing countries traditional western institutions, with a complete disregard for local culture and local characteristics.

I should like to see specially designed courses in librarianship for developing countries. What I have here in mind is a complete departure from the traditional library school curriculum. The courses should be designed to meet the requirements of each of the developing countries and should take account of sociological background. This ought perhaps to be the subject of a special study.

I should also like to see a programme of specialized courses for those expecting to work in developing countries. Such courses could be set up in connection with an existing library school and could be designed to provide intensive training over comparatively short periods of time. Again these courses should be tailor made to fit the requirements of individual countries.

And finally there should be, I think, a study of the part libraries can play in adult education, and in providing information for daily activities with special reference to the identified needs of the developing countries; and the place of reading as an important continuing feature in literacy campaigns. It is important that such a study should approach the topic imaginatively and get away from the routine approach which is common in the west.

We may feel therefore that relationships with developing or emergent countries are a matter for experts and that professional librarians and scholars who are selected to undertake the important task of liaisons with developing countries should be given the opportunity of attending - or even be required to attend - properly planned briefing courses before taking up their duties. The whole idea of "aid" presents serious psychological problems not only to the recipient but also to the giver. It makes very sad reading to see the reproaches which are not infrequently levelled against aid programmes as concealed attempts to keep developing countries in an inferior position.

One of the most interesting problems which faces librarians and their advisors in developing countries concerns the

planning of the development of the use of literacy. Conditions in underdeveloped areas will not allow the slow growth towards universal literacy which has characterized the older countries of Eurppe and the U.S.A. Newly independent nations with the resources of modern technological advances offered to them, should not need to await the chance effects of "hit and miss" publishing. Literature must be provided for literates. Adults must be given the same chance as their children. Voluntary agencies, with specialized interests, and government departments, intent on solving only their own problems, cannot be left to teach sections of the populace to read, for their own purposes. Literacy is a double-edged weapon and therefore governments today have a heavier responsibility for insuring balanced and orderly progress. While the radio is more suited to dealing with crisis and for propaganda campaigns. Literacy is needed to educated the whole man. Governments must insure that their peoples are fit to take their place in the community of civilized nations.

In early days of enthusiasm for mass literacy, people were often taught how to read before any thought had been given to what was available for them to read. The crying need for suitable follow-up material has become increasingly insistent.

Translations of the Bible were once the most familiar expression of the desire to provide literature in the vernacular, today they form but a small proportion of the output of vernacular reading. In this field the less-developed territories cannot follow the same path as the older civilizations, where a few great authors created a literature, while popular manuals and cheap books followed literally centuries later. Today literacy is demanded immediately, if not by all governments, then by the complexities of modern life both in the East and in the West, while great writers may take years, if not centuries, to emerge.

I have used the word "vernacular," but changes in political status bring changes in the status of language and the word "vernacular" itself takes on awkward overtones. Languages which, at one time would have been defined, unhesitantly, as vernaculars, for they would have been contrasted with the foreign official language, are now official national languages themselves - even though in some cases, for some time to come these new languages may be just as foreign - if not more so - to many inhabitants, as the European ones once were. In all of these - and in many more languages - the provision of literature must occupy the attention of

governments, literacy committees, educationalists, linguists, publishers, readers and especially librarians, for many years to come. The somewhat derogatory use of the word "vernacular" must obviously be avoided; it is no longer applicable.

As with languages, so the concept of reading itself has changed radically from that of "word recognition" fifty or sixty years ago to the modern concept of "modifying ideas and behavior in the light of what is read." Research workers have directed attention to the gap between "minimum standards of literacy" and the ability to read fluently for information or pleasure. They have recommended that special attention be paid to the provision of literature for "newly-literates" - simple reading material of real interest to the reader. There are many areas, however, where the gap between new literates and fluent readers is limitless, for there is no literature to reach on the other side. What is needed here is the provision of a whole range of reading matter at all levels of difficulty and which may represent the only source of reading material available to the general public."

The librarian, who thinks of his library in traditional terms as primarily an institution for students and scholars, is

likely to be superceded by a type of social worker whose skill as a librarian is of quite a different order - "an instrument for the creation of citizens" - whose library is for the use of literacy, for further education, for technical progress, and only then finally for cultural and recreative purposes. The public library has become a community center and an agency for assisting the aims of other cultural, recreative, and educational organizations. I seems clear that in the newly developing territories librarians will have not only to carry out the traditional tasks of the librarian, but will be asked and should be able, among other things to stimulate and advise on the production and publication of new books.

Cheap literature, moreover, is only one of the modern mass media of communication and needs to be justified as a weapon in the armory of those working for economic and social betterment. Yet this is one of the most difficult things to do statistically. We have almost no really solid information about the effects of reading or of any of the other media of communication . . . Librarians in these areas should know a great deal more than we are required to do at the present about the effectiveness of different kinds of printed materials, . . . and of the audiences who are most and least effected, and by what kinds of content. With this knowledge the librarian can perform more efficiently the important role in society which

should be his. At present it seems that accessibility, then readability and only then interest are the factors which lead people to read the specific things they do. But even if he does know what people want to read the librarian is still presented with the almost insuperable difficulties of meeting the need for specialized editions in differing dialects, for separate environments and for readers' varying tastes.

It is indeed a new world we are living in. An exciting world of new experiences and new horizons for us librarians if we have the vision to perceive them. I pray that this exciting new world does not become Marshall McLuhan's intolerably drab global village with imported standardised people with standardised reactions to standardised experiences. I like to think of librarians as trained (and I mean trained) to find the magic password to the spiritual and intellectual enrichment in whatever community they happen to be working in.

It all sounds high falutin and impossible you say? Let me remind you that to ask for the impossible is the only way to be a realist.

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1970

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